REPORT RESUMES

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SURVEY--YEAR-ROUND UTILIZATION OF COLLEGE FACILITIES, A SUMMARY REPORT.

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LOS ANGELES CITY SCHOOLS, CALIF.

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THIS SURVEY WAS DEVELOPED IN ORDER TO EXAMINE THE EDUCATIONAL AND FINANCIAL FEASIBILITY AND DESIRABILITY OF YEAR-ROUND OPERATION OF LOS ANGELES JUNIOR COLLEGES, TO EVALUATE THE VARIOUS PROPOSALS FOR CALENDAR CHANGE, TO EXAMINE THE PROBLEMS AND IMPLICATIONS OF IMPLEMENTATION, AND TO DESCRIBE THE ORDERLY STEPS REQUIRED FOR TRANSITION. MATERIALS WERE DRAWN FROM RELEVANT LITERATURE, INTERVIEWS, SURVEYS, AND QUESTIONNAIRES. THE ADVANTAGES AND DISADVANTAGES OF THE QUARTER PLAN, THE TRIMESTER PLAN, AND THE SEMESTER/EXTENDED SUMMER TERM PLAN ARE OUTLINED IN DETAIL. THE IMPACT ON JUNIOR COLLEGES OF THE CONVERSION TO A QUARTER PLAN BY THE UNIVERSITY OF CALIFORNIA AND THE STATE COLLEGES IS DISCUSSED. REACTIONS AND OPINIONS OF STUDENTS AND FACULTIES ARE SUMMARIZED. PROBLEMS OF ARTICULATION, CURRICULUM PLANNING, COSTS, AND ENROLLMENTS ARE EXAMINED. IT IS CONCLUDED ON THE BASIS OF THE FINDINGS THAT YEAR-ROUND OPERATION IS DESIRABLE IF FINANCIAL RESOURCES ARE ADEQUATE, THAT THE SEMESTER/EXTENDED SUMMER TERM PLAN OFFERS GREATER ADVANTAGES AND FEWER DISADVANTAGES FOR CONVERSION, AND THAT CONTINUED STUDY SHOULD BE MADE OF REQUISITE LEGISLATIVE AND STATUTORY ACTIONS AS WELL AS ENROLLMENT TRENDS CONCOMITANT TO OPERATIONAL CHANGE. (AL)

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SURVEY: YEAR-ROUND UTILIZATION OF COLLEGE FACILITIES

John L. Reiter
Director

A SUMMARY REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SURVEY: YEAR-ROUND UTILIZATION OF COLLEGE FACILITIES

John L. Reiter
Director

A Summary Report

"The Results of the Survey"

-- prepared for the

Los Angeles City Board of Education

Mr. Arthur F. Gardner, President
Mr. J. C. Chambers
Mrs. Georgiana Hardy
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February, 1965

Division of College and Adult Education

Los Angeles City Schools

FOREWORD

The Los Angeles City Schools strive constantly to secure maximum returns for each dollar invested in public education. At the same time they strive to reach the excellence of educational opportunity for each student that characterizes the instructional goals of Superintendent Jack P. Crowther and the Los Angeles City Board of Education.

It was in this spirit that the Los Angeles City Board of Education authorized "the study of problems involved in the implementation of a year-round utilization of college facilities in the Los Angeles City Junior College District" on April 20, 1964. This study is timely in that it follows a request for study in this area by the California Coordinating Council for Higher Education.

Just as junior colleges are concerned with articulation with colleges and universities to which many of their graduates transfer, they are even more concerned with an effective calendar and working relationship with secondary schools from which most of their students come. This study is mindful of articulation in the total educational program. It reflects balanced concern for good instruction, for the welfare of students, staff and constituents, for economy in operation, and for maximum utilization of school facilities.

This report of the results of the "Survey: Year-Round Utilization of College Facilities," is designed to serve as an informational paper preliminary to, and in conjunction with, a formal presentation to the Los Angeles City Board of Education in March, 1965. It has been prepared in summary form, with the intention that the treatment of the materials and data will be relatively complete but held to reasonable limits in terms of length.

Appreciation is expressed to Dr. John L. Reiter, Director of the Study, to Assistant Superintendent Walter T. Coultas, and to all who assisted in preparing this document.

Stanley Warburton

T. Stanley Warburton
Associate Superintendent
Division of College and Adult Education
February 26, 1965

Acknowledgements

Many individuals have aided in the development of the study, and this assistance is gratefully acknowledged. The director is particularly indebted to the members of the Advisory Committee for their continued interest and support and, in many instances, for their direct contributions to the materials of the survey.

The willingness of the members of the Community Representatives' Committee to give of their time and energy in behalf of the study also has been deeply appreciated. Their reactions and suggestions, stemming from a wealth of experience in educational and civic affairs, have proved most meaningful.

Much help has come from the offices of the Board and the administrative offices of the Los Angeles City Schools, from the presidents, deans, faculty members and students of the seven Los Angeles junior colleges, and from the presidents and representatives of the Faculty Associations and professional teacher organizations.

Of significant value have been the contributions of spokesmen for the offices of the president of the University of California and the chancellor of the California State Colleges, administrators from the various campuses of the University, the State Colleges and private institutions, and instructional and administrative personnel from junior colleges throughout the state. As well as providing first-hand information relative to actions and planning -- not always apparent in published materials -- these contacts have added a measure of "authority" to certain assumptions which otherwise would have been unsupported.

Assisting in various stages of the survey have been Miss Jane Cavenagh (College Office), Edwin B. Macdonald (Los Angeles Valley College) and Herbert M. Stein (Los Angeles Trade-Technical College) as consultants and Mrs. Myra Newman and Miss Francine Pouey as professional experts. Mrs. Dorothy Cappella has efficiently "managed" the office, with the aid at one time or another of Mrs. Florence Carr, Mrs. Florence Coffman, Mrs. Diane Corrigan and Mrs. Kay Jones. For all this help the director is most grateful.

A concluding word of appreciation is reserved for Dr. T. Stanley Warburton, Associate Superintendent, and Walter T. Coultas, Assistant Superintendent, of the Division of College and Adult Education. Bearing administrative responsibility for the conduct of the survey, their guidance has been most thoughtful and constructive.

John L. Reiter

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Chapter 1

THE NATURE AND CONCERNS OF THE SURVEY

The scope of the study

Mounting pressures of rising educational costs, sky-rocketing student enrollments, and the necessity for achieving educational outcomes geared to a rapidly changing and increasingly complex society have focused attention upon year-round operation as a device to gain an increased measure of efficiency in plant utilization. The concerns of the Los Angeles City Board of Education are reflected, in part, by its action in initiating the survey.

While the possibilities of year-round operation have been under discussion for some years by the Board of Education and the administrative staff of the Los Angeles City Schools, impetus for further consideration came through a resolution of the California Coordinating Council for Higher Education, adopted January 28, 1964, which proposed that "each junior college governing board appraise the recommendation's impact upon the transfer of its students, articulation with other segments of education and other related matters; and on that basis determine the advisability of conversion to a four-quarter calendar."[1]

The survey was authorized by the Board of Education on April 20, 1964 through its adoption of certain recommendations by the Superintendent of Schools concerning "a proposal for the study of problems involved in the implementation of a year-round utilization of college facilities in the Los Angeles Junior College District."[2] Included in the Superintendent's communication were the directives that personnel involved in the study should include representatives from community sources, and that an Advisory Committee of administrators from the various operating and services divisions of the Los Angeles City Schools be created. The study began July 9, 1964 and in view of budgetary implications for the school year 1965-66, a report was requested by February, 1965.

By inference, the scope of the study permits an examination of calendars other than the quarter plan in line with discussion in other segments of higher education, and in keeping with the intent of House Resolution No. 244 (State of California):

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[1] A Comparison of Trimester and Four-Quarter Calendars for Year-Round Operation of Public Higher Education in California (Sacramento: The Coordinating Council for Higher Education, February, 1964), p. iii.

[2] Revised Budget and Finance Committee Communication No. 1, (Office of the Superintendent, April 20, 1964), p. 1.

> .....that the Assembly Committee on Rules is directed to assign to an appropriate interim committee for investigation and study the subject of year-round operation of the facilities of the California State Colleges and the revision of the academic calendar on a trimester basis, a quarter basis, a semester and summer session basis, or some other basis.....[3]

Reduced to its simplest terms, the purpose of the survey is to provide information bearing on these questions:

(a). Is year-round operation of the Los Angeles junior colleges educationally and financially feasible and desirable?

(b). Assuming the principle of year-round operation is acceptable, which of the various all-year calendars will serve best?

(c). Should an all-year calendar be adopted, what are the implications and problems involved in its implementation and what steps need to be taken to accomplish an orderly and efficient transition from the present calendar?

Concerning the "problems" of calendar change, it should be pointed out that for some problems there are rather complete answers, for some there are partial answers, but for others no answers are yet obtainable. To illustrate: (a) problems of establishing starting and terminating dates and the lengths of periods of summer instruction can be answered in definitive mechanical terms for each of the calendar alternatives; (b) only partial answers are to be found, for example, when summer attendance is considered, since past and projected enrollment figures lend themselves to prediction but provide no guarantee as to actual enrollment; and (c) no answer is obtainable at the time of this writing as to the extent to which the State Legislature will underwrite the added costs of year-round operation for the University of California and the State Colleges when a full summer quarter replaces the present student-fee supported summer session.

Sources of materials

The materials of the survey have been drawn from a variety of sources: (a) current available literature including books, pamphlets, reports, catalogs, magazine articles and newspaper clippings, (b) formal and informal interviews with key personnel from all levels and in many segments of administrative and "firing-line" activity, (c) excerpts from speeches, talks and other forms of presentation at conferences, Legislative hearings and other types of meetings, (d) correspondence and telephone conversations, and (e) surveys, questionnaires and solicited opinions and reactions.

---

[3] Assembly Journal (Ryan), April 30, 1964, p. 854.

With reference to the accumulated body of literature, an observation by Lombardi[4] a decade ago is still valid -- that is, that "much of the literature is merely the opinions of the advocates and opponents of the plan" (i.e., the all-year school). While discussion and debate in higher education has intensified greatly in recent years, most departures from traditional college calendars are still too new to yield evidence of controlled experimentation or the evaluation of educational outcomes based on change. As pointed out by Stickler and Carothers:

> It must be remembered that many of the plans for year-round calendars are relatively new. Many have been in operation only a year or two; others will not be launched until the fall of 1963 or the fall of 1964 or even later. Dozens of institutions are only now getting their programs to the blue-print stage; scores of others are just thinking about the problem. Because experience with the new calendars to date is limited, it is too early to make a careful analysis of year-round campus operations or to draw definitive conclusions concerning their effectiveness.[5]

An effort has been made throughout this survey, insofar as possible, to avoid being subject to the criticism of similar type studies that they ".....are based more upon reasoned argument than upon evidence, a characteristic of almost all material dealing with calendars and calendar change."[6]

The setting of the study

Any consideration of the academic calendar must first take into account the specific nature and function of the institution concerned, the characteristics of the students who are to be served, and the curricular offerings which will control the conditions and circumstances under which instruction will be offered.

The public junior college is a full partner in higher education but, in its own identity, unique and different from the four-year institutions in California and across the nation. Further, it is rapidly taking on new and expanded roles in the changing educational scene.

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[4] John Lombardi, The All-Year School, (Los Angeles: Los Angeles City School Districts, July 1954), p. 7.

[5] W. Hugh Stickler and Milton W. Carothers, The Year-Round Calendar in Operation, (Atlanta: Southern Regional Education Board, 1963), p. vi.

[6] CCHE, op. cit., p. 42.

The seven colleges in the Los Angeles Junior College District, in company with the other sixty-seven junior colleges in the state, must continue to provide an up-dated program of transfer education equivalent to the first two years of the University of California or any other accredited four-year college or university. As the Master Plan is implemented, the junior colleges will be enrolling nearly 80 per cent of the lower division students in all of California's collegiate institutions. And new challenges, too, must be faced in the areas of vocational/technical education, general education, specialized training and services to the adult community.

Proposals have been advanced that the public junior colleges should become "centers" of vocational education in the implementation of recent Federal legislation. Provisions of the anti-poverty bill[7] may well require new curriculum approaches to provide for the undereducated and the currently unemployable.

New and advanced skills will be demanded in many job areas at the technical level, with the junior college in a position, logically, to offer this new training and re-training. Employment opportunities for technical information support personnel in the communications equipment industry alone will show an increase of nearly 50 per cent during the years 1962 to 1970,(8) as one example.

The above factors, along with the effects of automation, the shortened work-week, and similar socio-economic developments point to a marked change in the functions of the junior college. Lombardi has suggested:

> Briefly, in this expanded role the junior college
>
> 1. will offer its counseling service to all -- not alone to its students or its prospective students;
>
> 2. will develop programs for those who have had inadequate opportunity to prepare themselves for college either because schools were poor or motivation and incentive were absent from their homes and environment;
>
> 3. will organize occupational courses and curriculums for those who are displaced in industry because their jobs have become more complex, have been

---

[7] The Economic Opportunity Act of 1964, (Title I), creating a Job Corps, a Work-Training program and a Work-Study program for youth from age 16 to 21.

[8] U.S. Department of Labor, News -- a news release dated December 23, 1964.

> transferred to other areas to which they cannot go, or for some other reason;
>
> 4. will add programs that enable students to develop inner resources to use their leisure time more profitably and with less monotony; will cooperate with other agencies in providing and developing community services for the new leisure class.
>
> At the same time the need will be even more urgent for maintaining a constant review and, where necessary, improving the transfer and revising the regular occupational curriculums which up to now have formed the mainstay of the educational program.[9]

In further establishing a "setting" for the survey, recognition must be given to the fact that the educational background and intellectual potential of Los Angeles junior college students vary widely, as do their economic circumstances and social and cultural backgrounds. This factor has a direct bearing upon any assumption that a pattern of successful calendar operation at a given college or university automatically would operate equally as well in a junior college.

To illustrate this point, by way of contrast, at Stanford University each entering freshman is highly selected as to intellect and personal traits, is accepted only as a resident student, enters only in September, comes reasonably well-financed (with an investment of $2500 to $3000), and normally is highly motivated. Los Angeles junior college entrants, on the other hand, come from a wide range of family backgrounds with many from the lower socio-economic levels, vary greatly in academic potential (from those eligible for admission to the University of California to those who some in the "open door" with virtually no college potential), need partial or full-time employment in 65 per cent of the cases, and (except for a handful of students at Pierce College) live at home or off-campus.

Medsker's comments emphasize these striking differences:

> There is no such person as "the junior college student". Individual differences and lack of homogeneity preclude the description of "the student" in even the most selective college, but the diverse nature of the community college student body almost defies a stereotype. Furthermore, there are differences in the natures of student bodies among junior colleges as well as among states and regions. Thus, in attempting to look carefully at students in junior

---

[9] John Lombardi, in an address to the California Junior College Association, Southwest Region, (Los Angeles City College), October 17, 1964.

> colleges, it is necessary to recognize diversity and heterogeneity, to use central tendencies sparingly, and to consider the range and distribution of individual characteristics. Furthermore, it is necessary to recognize differences among individual junior colleges--even those of the same type.[10]

Junior college students, in large numbers, enter with poorly defined and often unrealistic educational goals. Medsker has also stated that:

> Although by no means true of all students, a high percentage of those who enter junior colleges have not given adequate time and attention to long-term educational planning. Many are in junior colleges because they cannot be admitted elsewhere. Many made their decision to attend college late in their high school career or after its completion. There is lack of congruence between actual junior college attendance and the college plans which students stated prior to graduation from high school. A high percentage of entering students show lack of realism when they declare their intention to transfer later. Stated reasons for attending junior college may not be the compelling explanations.[11]

In terms of educational planning, a district-wide average of 67% of the entering students intend to transfer to four-year institutions, virtually matching the state-wide figure of 66% found by Clark.[12] Between 22% and 25% of all junior college entrants will actually transfer to some four-year institution; however, Gleazer's comments are worth noting in this connection:

> The fact that many of these students do not transfer is not an indictment of the programs but of the American preoccupation with the notion that a college education is circumscribed by four years of study culminating in the receipt of a baccalaureate degree. What actually happens is that many of the students aspiring to a four-year program will find that their abilities, interests and

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[10] Leland L. Medsker, "The Junior College Student", Appraisal and Development of Junior College Student Personnel Programs, (Flint, Michigan: Cooperative Research Project No. F-036 of the Office of Education, U.S. Department of Health, Education and Welfare, 1964), p. 68.

[11] *Ibid.*, p. 70.

[12] Burton R. Clark, The Open Door College: A Case Study, (New York: McGraw-Hill Book Company, 1960), p. 65.

> motivation do not match the rigor of the study required. When this happens, the junior college performs another important function by directing the students into occupational programs which may better suit their interests and abilities.[13]

Generalized demographic data for day students indicate that male students hold a 2:1 ratio to females, the median age is just under twenty years, approximately twelve per cent are married, and just under half of the fall enrollment are "new" to the college. Day students tend to start each semester with an average load of just over twelve units and by the close of the term this average drops to nearer ten units.

The picture changes for evening division students, who enroll in large numbers. Study data indicate that fifty-five per cent are male, the median age falls near 28 years, approximately fifty-five per cent are married, and only thirty-five to forty per cent are "new". For evening division students, who normally carry a much lighter program, the average load at the close of the term is four units.

"Guidelines"

As a starting point in the survey, certain basic principles and premises have been accepted. These serve both as a partial framework for the structure of the study, and as guidelines in its development.

(1). The process of selecting an academic calendar which differs from an existing calendar should begin with the understanding that "the calendar *per se* is simply a means to an end, and not an end in itself."

As pointed out in a recent publication:

> A major change affects a great number of people and entails a great deal of work and trouble to effect. It should not be undertaken lightly and should merit very careful consideration by all concerned. Such a change should be undertaken only for strong educational reasons and when it has the enthusiastic support of the faculty.[14]

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[13] Edmund J. Gleazer, Jr., "Junior Colleges Grow Up - Professionally - and Out - Vocationally", *College and University Business*, 37:5:62-64, November, 1964.

[14] *The University Calendar*, (The Committee on the University Calendar of the American Association of Collegiate Registrars and Admissions Officers, 1961), p. 3.

The difficulties involved in a major calendar change were emphasized by Clark Kerr recently, in speaking to a Town Hall audience. Answering a question concerning the move of the University of California to the quarter plan, he humorously but effectively reminded them that when Benjamin Ide Wheeler was appointed president of the university in 1898, the Board of Regents expressed their wish that a plan for four quarter operation be developed following the pattern adopted by the University of Chicago in 1894. But, as Dr. Kerr continued:

> nothing was done in the twenty years of Benjamin Ide Wheeler, nothing was done in the four years of David Prescott Barrows, nothing was done in the six years of William Wallace Campbell, nothing was done in the twenty-eight years of Robert Gordon Sproul -- and after what I have gone through, and what Glen Dumke has gone through, I can understand why![15]

(2). There is no one "best" academic calendar, although there may be one plan better suited to a given institution's particular needs and circumstances. Many fine colleges and universities operate effectively upon a variety of calendar plans. However, general agreement is found with the thought expressed by Little:

> I find it logical to conclude that colleges and universities can effectively prepare themselves to approach their own year-round potential, which will not be identical with that of any other institution, under any one of the three basic plans, the quarter, the trimester or the semester. Certainly there is no one plan that clearly outranks all others in total merit. Each has its strengths and weaknesses.[16]

(3). Year-round operation under any calendar plan is not necessary until the existing (or planned) facilities cannot meet the demands of current (or anticipated) enrollments.

Each institution will serve the same community of students under year-round operation as it would serve in a calendar year under any calendar plan. The factor of increased utilization will not produce additional "bodies" from the secondary schools. While greater numbers may graduate from high school year-by-year, the "rate" of graduation cannot be accelerated.

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[15] Clark Kerr, addressing a Town Hall luncheon, Los Angeles, October 6, 1964.

[16] John R. Little, from an address to the North Central Conference on Summer Schools, Chicago, March 17, 1965...found in Clarence A. Schoenfeld and Neil Schmitz, Year-Round Education, (Madison, Wisconsin: Dembar Educational Research Services, Inc., 1964), pp. xxv-xxvi.

A further observation in this connection is that all opportunities for increased utilization within existing time schedules and teaching station availability should be explored, but not at the expense of the lowering of standards.

(4). In any change or reorganization of the calendar, the quality of the educational program cannot be sacrificed solely for the sake of economy. Conversely, any approach that contributes to a saving in educational costs cannot be set aside simply because it breaks with tradition.

The "harsh realities" of the costs and enrollments picture are that:

> the junior colleges face a rise in average daily attendance from the 1964 figure of 294,000 to 543,000 by 1975, while the present costs of $173.9 million are expected to increase to $431.9 million in the same period.[17]

While admitting the fact that there is always room for improvement, current educational programs of the Los Angeles junior colleges are of high quality and standards. Therefore, any calendar proposal which intensifies or compacts a given unit of instruction into a "shorter" calendar span must provide a compensating factor, (such as length of class periods or frequency of class meetings per week), if the qualitative aspects of the program are not to suffer.

The application of "arithmetic" alone is not a sufficient basis for calendar reorganization. The following quotation illustrates this point:

> In 1958.....a Rutgers College of Engineering statistical analysis of year-round calendars was published. It examined a number of operating schedules and determined the trimester to be the optimal program in terms of efficiency and cost. The particular trimester developed by Easton, while mathematically feasible, imposes nevertheless operational restrictions which are nearly impossible to enforce.[18]

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[17] Julian Hartt, Los Angeles Times, December 21, 1964.

[18] Schoenfeld and Schmitz, op. cit., p. 50. (The report by Elmer Easton appeared as Year-Round Operation of Colleges, Engineering Research Bulletin 41, Rutgers State University, New Jersey, 1958 -- and will be referred to directly in subsequent sections of this study).

(5). It is essential that the faculty involvement in any calendar change be given full consideration, both as to the conditions of employment and as to participation in the curricular aspects of change and revision.

Corollary premises are:

a. That additional teaching assignments should be compensated for upon the same basis as the regular teaching assignment.

b. That teaching work loads and instructor/student ratios should not be affected adversely by any calendar modification.

c. That due provision is made for rest, recreation and research in the yearly assignment of each instructor.

d. That curriculum revision involves those individuals who actually do the teaching, and that sufficient "lead-time" be provided in any type of calendar change for adequate instructional preparation.

A source previously cited suggests, with respect to a major calendar change, that:

> As in most programs, the enthusiasm of those concerned is one of the main factors in determining success. Thus, if the enthusiasm and morale of those in the college is high, the program will probably be successful under most any set of dates.[19]

(6). Due recognition must be given to the relationship of the supporting community to the implications of calendar reorganization. The various elements of the community should be informed of, given the opportunity to participate in, and lend their support to any major change in educational policy or procedure.

Concerning a change in the college calendar, it is assumed that the degree of community concern may be considered as directly proportionate to the degree of change contemplated. A "scale" of community involvement may be presumed to exist, ranging from general interest if changes are limited and of an administrative character, to a direct and immediate involvement -- often highly emotionalized -- when the change is dramatic, such as would be the case if staggered or forced enrollment practices were to be recommended for adoption.

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[19] AACRAO, op. cit., p. 4.

Chapter 2

CONCEPTS OF YEAR-ROUND OPERATION

Brief historical background

Some thirty-three years ago, W. H. Cowley presented a calendar study which was both thorough and comprehensive. His opening paragraph might well apply today:

> Since the founding of the first American college in 1636, four varieties of academic calendars have been at various times in vogue in American colleges and universities: the four-term system, the three-term system, the two-term or semester system and the quarter system. It might be supposed that after three centuries of experimentation one of these four methods of organization of the college year would have emerged as superior to the others, but the ideal calendar, strangely enough, continues in not a few institutions to be a moot and perplexing problem.[20]

Harvard University organized a four-term pattern after the Oxford-Cambridge plan and continued it until 1801, when the faculty adopted a three-term system. The quarter term, generally thought of as "new", actually lasted at Harvard for 165 years.

The origin of the three-term plan is not definitely known, but Cowley believes that it can be traced back to the founding of William and Mary in 1693.(21)

The three-term pattern was most popular during the 18th and 19th centuries in the privately endowed institutions in the eastern United States, principally because children were needed on the farms during the summer months and were then taught by college students who took the winter months away from college for this purpose.

Three factors contributed to the emerging of the semester plan as the common pattern in the mid 1800's, which were (a) the decline of students teaching in the winter months, (b) a desire to equalize the length of the terms, and (c) the influence of German education upon American scholars and the writings concerning German educational philosophy and practices.[22]

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[20] W. H. Cowley, A Study of the Relative Merits of the Quarter and Semester Systems, (Ohio State University, May, 1932), p. 3.

[21] Ibid., p. 5.

[22] Ibid., pp. 9-10.

The University of Chicago, under the presidency of William Rainey Harper, is credited with reintroducing the quarter plan in its present form in 1894, and the University of Pittsburgh with the first of the modern trimester plans in 1959.

In the elementary and secondary schools, as Lombardi points out, "the all-year plan has had a long and fitful history since 1904 when the quarter system was first introduced at Bluffton, Indiana."[23]

While the efforts of the public school systems to move toward an all-year plan gained a foothold in the 1920's -- notably at Newark, Nashville, Aliquippa and Ambridge to name a few -- interest rapidly waned. The present situation is described by the following succinct conclusion:

> communities that have tried the plan have abandoned it; communities that have investigated the plan have rejected it.[24]

Collegiate institutions, on the other hand, have shown an increasing willingness to change to year-round calendars, although it is too early to determine whether or not a major "trend" has begun.

The current situation nationally with respect to calendar usage is described as follows:

> At the present time the most prevalent academic calendar among American colleges is the semester system. A listing furnished by the Office of Statistical Information and Research of the American Council on Education shows that of 1,058 regionally accredited universities and colleges as of January 1, 1960, 147 or 14 per cent were on the quarter system. A similar list as of 1956 shows that of a total of 969 colleges, 168 or 17 per cent were on a quarter system. Their lists also indicate that in this period from 1956 to 1960 twenty-six colleges changed from a quarter system to a semester system and two colleges changed from a semester system to a quarter system.[25]

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[23] John Lombardi, "The Los Angeles Study of Year-Round Operation", Theory Into Practice, I:3, June, 1962, p. 131.

[24] Minnesota Department of Education, "A Longer School Year; All-Year School and Other Plans to Extend the School Year", Research Project No. 12 (Mimeo; 1958), p. 4.

[25] AACRAO, *op. cit.*, p. 6.

A more recent report has come from the careful investigation of West and West:

> .....an analysis was made of all institutions given in the educational descriptions in the U. S. Office of Education Education Directory, Part 3, Higher Education. Institutions were classified as operating under the semester, the quarter, the trimester, or other system. In the final tabulation, "trimester" and "other" were combined. Data from the 1956-57 through 1963-64 directories were tabulated. In the 1956-57 directory, 1.3 per cent were listed as on other than quarter or semester calendars; and this percentage stayed reasonably constant at 1.4 per cent for 1957-58 through 1961-62. In 1962-63 it increased to 1.7 per cent and in 1963-64 to 2.4 per cent. The percentage of institutions on the quarter system dropped from 18.1 in 1956-57 to 15.3 in 1961-62 and to 14.7 in the 1962-63 and 1963-64 directories. However, those on the semester system increased from 80.7 per cent in 1956-57 to 83.7 per cent in 1962-63, dropping to 82.9 per cent in 1963-64.....
>
> It seems that, to date at any rate, whatever modifications have been made toward "year-round operation" have generally been within the customary semester and quarter calendars. The evidence from tabulations covering an eight-year period show, in fact, that the semester plan has been increasing, both in the percentage and the number of institutions involved, through 1962-63. In 1963-64, the number continued to increase but the percentage declined.[26]

Objectives of year-round operation

At the risk of over-simplification, the principal objectives of year-round operation may be stated as:

(1). establishing a more efficient educational program and a more productive climate for the learning process,

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[26] Elmer D. West and Penelope Jane West, "The 'mester Plan," College and University, Fall, 1964, pp. 15-18.

(2). providing for increased enrollments through a greater use of existing and planned facilities,

(3). achieving some savings in educational costs both in cost-per-student and in capital outlay, and

(4). providing opportunities for student acceleration.

At the outset it should be made clear that the terms "year-round operation" and the "quarter plan", "trimester plan" or "any other plan" are not synonymous. Year-round operation involves the use of the college plant for virtually the entire calendar year, and may function under any one of a number of calendar patterns.

Various criteria have been established for year-round operation ranging from the simple declaration that "the college must be in session from 40 to 48 weeks" to the definitive statement of the Coordinating Council for Higher Education, which follows:

> A college is operating year-round when the following conditions usually prevail:
>
> 1. A beginning freshman may enter at the start of any term--whether a segment of a three-term calendar (trimester) or four-quarter calendar.
>
> 2. Transfer students may enter at the beginning of any term.
>
> 3. As a general rule, both entering and continuing students can enroll in courses which enable them to make a full term's progress toward their desired degree.
>
> 4. Almost all students can continue in college for any number of consecutive terms in each of which they can make a full term's progress toward their desired degrees.
>
> 5. Optimum use of physical plant is made for at least 48 weeks annually; such optimum use to include providing space for advising students, registration, instruction and testing.
>
> 6. Student enrollment is roughly the same in all terms.[27]

CCHE, *op. cit.*, p. 3.

(The preceding criteria were qualified by foot-noting, indicating that colleges on the quarter plan could choose not to admit freshmen in any given quarter, that certain courses with normally small enrollments might not be scheduled in each term, and that securing a complete balance of enrollment could pose major difficulties).

Stickler and Carothers suggest that:

> .....a year-round campus operation is one which (1) permits a student to enter the institution at the beginning of any term, to pursue a normal program of studies in the usual sequence without encountering undue scheduling difficulties, and, if he wishes to do so, to earn his baccalaureate degree in three calendar years without requiring him to carry more than a normal course load; (2) encourages and stimulates summer enrollment by both new and former students; and (3) follows practices and policies which are calculated to move the institution rapidly in the direction of approximate equalization of enrollment in all periods.[28]

Two concepts as to the meaning and implications of "year-round operation" currently exist, which are reflected in contrasting approaches to calendar planning and organization.

While recognizing that certain differences exist between the regular semester programs and the traditional summer session offerings, the first approach is that of the colleges and universities who believe that a strengthening of their summer programs can effectively reduce the need for additional facilities in relation to the total educational output. By lengthening the period of the summer term, expanding the summer curricular offerings, and minimizing significant differences between semester and summer method and content of instruction, the conditions of year-round operation can be fully met and the desired objectives accomplished without disrupting or disturbing the existing semester educational patterns. This approach is summed up as follows:

> These institutions apparently have felt that since their summer programs were soundly conceived and efficiently operated, and because their year-round calendar patterns seemed most appropriate to meet their own needs, no major

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[28] Stickler and Carothers, op. cit., p. 6.

> change in calendar would be necessary to eff[illegible] the most efficient and educationally sound y[illegible]-round use of their facilities.[29]

The second approach is that a new or substantially different calendar pattern is necessary to bring about a true year-round operation. This involves a balancing of the curriculum in each term of instruction, equating salaries and conditions of faculty employment throughout the year, maintaining parallel levels of enrollment, and taking other steps to make each instructional term virtually identical. Colleges and universities which have felt that a new calendar is essential have turned to the quarter system, the trimester plan or a variant pattern to accomplish their educational goals.

On the page which follows, the various calendars are presented graphically. To reduce the "variables" for purposes of comparison, each of the plans has been constructed on a 48 week pattern, each provides 232 days of instruction, each falls within the fiscal year dates of July 1 - June 30, and in each the traditional Christmas and Easter vacation periods have been preserved.

It is recognized that in extending these plans over forty-eight week periods (a criterion of maximum year-round operation), little time is left between terms for "breaks". It might be suggested that in any of the calendar plans, certain days might be provided at the start or at the close of given terms during which instructors and staff members are "on duty" but during which classes do not meet.

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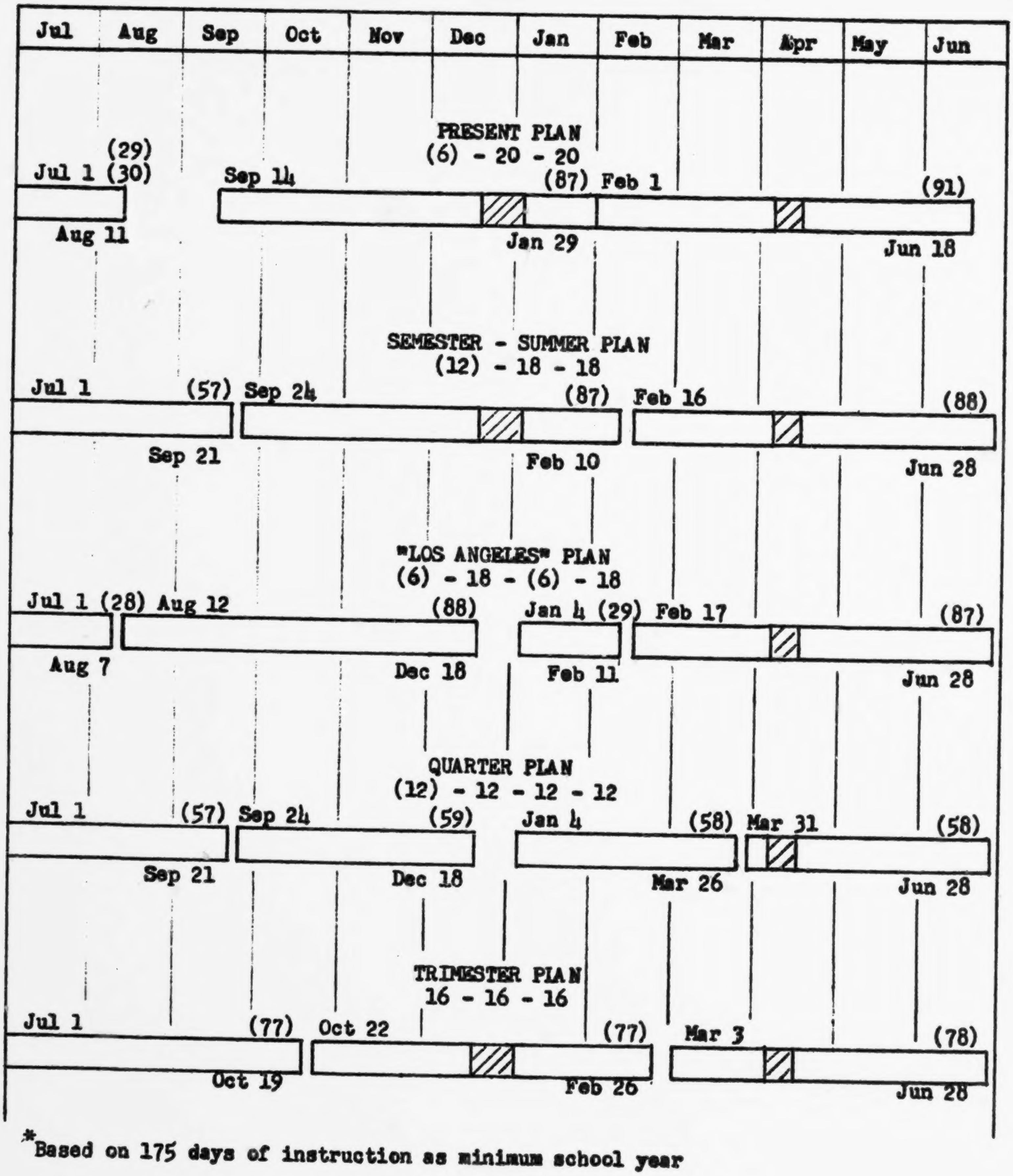
[29] Year-Round Operation in American Universities, (Boulder, Colorado: A Committee Report to the Association of University Summer Session Deans and Directors, May, 1964), p. 2.

SURVEY: YEAR-ROUND UTILIZATION OF COLLEGE FACILITIES
Division of College and Adult Education
Los Angeles City Schools

COLLEGE CALENDARS, 1964 - 65*



*Based on 175 days of instruction as minimum school year

Chapter 3

THE QUARTER PLAN

Characteristics

First adopted in its modern form by the University of Chicago in 1894, the quarter plan as it currently operates in most colleges and universities consists of an academic year divided into three 11-week terms, with a summer session of 6, 8 or 10 weeks, or a full summer quarter of 10 or 11 weeks. Those colleges which utilize a quarter plan and summer term find no problem in the transition to year-round operation.

Quarter terms are usually scheduled to provide unbroken instructional periods except for Thanksgiving holidays and national or special school holidays. Fall quarter classes normally begin in late September and end just prior to the Christmas holidays. The winter quarter begins in January and continues for 10 or 11 weeks, followed by the spring quarter which usually ends in early June. The summer quarter may be part of the regular academic program, or administered separately.

Class credit hours may be computed in unit terms, with a ratio of three quarter units equal to two semester units, or evaluated in semester credits course-by-course.

Faculty members are commonly employed on either nine-month or twelve-month contracts. Few institutions permit year-round teaching, and those that do generally have comparatively shorter quarter periods. The question of year-round assignment is dependent usually upon the length of the quarter terms and the "rules" established by the faculties and/or the administrators of the institutions concerned.

Two patterns are possible as to student attendance:

a. "Rotational" -- wherein students may attend only three of the four quarters, and are arbitrarily assigned vacation periods on some basis of "staggering", and

b. "Voluntary" -- wherein students may attend each quarter or not as they choose.

It is generally possible for a student to attend consecutive quarter terms so that, under year-round operation, he may accelerate his program and thus graduate in three years rather than four. Junior college graduation, with sixty units, could similarly be achieved in a year-and-a-half. Many colleges on the quarter plan still hold to "four-year" baccalaureate degree programs, however, such as California State Polytechnic College, Occidental College and Stanford University.

Advantages and disadvantages

Principal advantages claimed for quarter operation may be summarized as:

a. Greater flexibility of term and vacation periods for both students and faculties.

b. Wider options in course selection and in major/minor sequences.

c. The "lame duck" session in the month of January, common to the semester plan, is eliminated.

d. Shorter terms give the "undecided" student an opportunity for exploration and try-out.

e. Students forced to withdraw temporarily have a shorter waiting period for re-entry.

f. Quarters are uninterrupted except for national holidays and Thanksgiving, (and the traditional "Easter week" has been done away with in many quarter plans).

g. The shorter term may be planned to provide fewer classes per student, thus permitting more concentrated study and, hopefully, a higher degree of motivation.

h. Summer sessions may be converted to equal quarters without disruption, thus making transition to full year-round operation comparatively easy.

Main disadvantages found in the quarter plan include:

a. The 10-12 week term, in the opinion of many, is somewhat short as a basic time unit of instruction, particularly in the sciences and in the performing arts.

b. Less time is provided for laboratory work, seminars, deliberation, supplemental reading, and independent study.

c. The short term is disadvantageous to the less mature or less able students, and may produce increased emotional tensions and pressures.

d. Faculty time is shorter for actual teaching, examining and grading.

e. Provision for adequate counseling and guidance services becomes most difficult.

f. An extra period of registration is required, along with the added burdens of final examinations, grade reporting, record-keeping, etc.

Quarter plan usage

Of the college and universities currently on the quarter plan, those described below illustrate differing patterns of calendar operation.

(1). Pennsylvania State University. In the summer of 1961, Pennsylvania State University adopted a four-term plan to:

1. Make human and material resources of the University available on a year-round basis.

2. To provide more flexible programs and procedures to meet the increased demands for instruction and research services.

3. To enable students to accelerate their college careers and thus enter their vocations or further professional study earlier.

A University senate committee considered the semester, quarter and trimester plans and came to the decision that "no one of these plans had educational advantages over the other."[30] The administration then determined that the University would employ the quarter plan with four quarters of ten weeks each, and added the provision that the 50-minute periods would be lengthened to 75 minutes.

To date, it is reported that the majority of the faculty has approved of the change, possibly because of receiving an equated salary for summer teaching. The approval of the students is about 50-50, many of whom dislike the 75-minute periods.

Summer enrollment is 38 per cent of the fall term; most of the faculty on yearly contracts teach seven out of the eight terms; increased costs have been in the areas of faculty salaries, registrar's operation, and in maintenance of buildings and grounds. Added costs have been offset partially by increased student tuition. A savings in capital investment is looked for when the enrollment in all terms is "equalized".

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[30] Stickler and Carothers, op. cit., p. 54. (From information by Robert G. Bernreuter, Dean of Admissions and Registrar, Pennsylvania State University.)

(2). University of Washington. The University has operated almost forty years on a quarter plan of three 11-week quarters and a nine-week summer session divided into two periods of 4½ weeks each.

The quarter unit system is used for credit purposes with 45 quarter units being considered as a "full load" for the year. Instructors are assigned on a yearly basis for three quarters.

The University previously had been on the trimester system rather than the semester plan, although obviously many years back.

A further point of interest is that year-round operation is not a particular objective, since enrollment is not equalized. Further, the size of the educational program varies to suit the anticipated enrollment, suggesting that educational housing is not a critical factor.

(3). Antioch College. One of the four institutions employing a form of "rotational" enrollment -- the only others in the United States, insofar as can be determined, being Fenn College, Northeastern (Boston), and the University of Cincinnati -- operates a cooperative "work-study" program on the quarter plan, although the program is one which takes the student five years to complete.

An increase of twenty-five per cent in enrollment was made possible while the faculty increase (in 1962-63) was only eight per cent, due to the "work" portions of the calendar year. The quarter terms are 11 weeks in length, with balanced enrollments.

Ten to eleven quarters of study and nine to ten quarters of work are required for the baccalaureate degree. Staff members at Antioch believe that the quarter plan, since its adoption in 1958, has provided better educational programs through a reduction in courses, improved counseling services and better coordination in study and reporting on the job. Other advantages, such as a greater use of the physical plant, are secondary, and no precise financial gains have been attributed to the quarter calendar.

Chapter 4

THE TRIMESTER PLAN

Characteristics

The trimester plan, in contrast to the quarter plan, emerged rather suddenly upon the modern educational scene, and is linked closely to an educational philosophy which emphasizes a "bearing down" by the student and an elimination, by the institution, of "waste time".

Regarded as a pivotal experiment in higher education, national interest has focused particularly upon the University of Pittsburgh which introduced the trimester in 1959. While not too many institutions have changed to the trimester calendar as yet, many are watching and studying the plan and are making cautious evaluations.

To an even greater degree than the quarter plan, the trimester theoretically will yield gains both in the utilization of facilities and in the intensification and acceleration of the educational process. Grayson Kirk, a leading advocate, has stated:

> The most insistent problem in higher education today is the necessity to reduce the time spent in preparing for careers.[31]

And, indicating his preference for the trimester plan, that:

> it (the trimester) promotes better student attitudes toward the serious business of acquiring an education.[32]

A later statement, widely quoted, is:

> Within the next 20 years, every college and university in the United States will either be on a year-round schedule or make such acceleration of the college years possible for those students who want it.[33]

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[31] Grayson Kirk, "College Shouldn't Take Four Years", Saturday Evening Post, 232:39, March 26, 1960, p. 21.

[32] Ibid., p. 109.

[33] Grayson Kirk, as quoted in the New York Herald Tribune, June 2, 1963 -- found in Stickler and Carothers, op. cit., p. 1.

Chancellor Litchfield,[34] of the University of Pittsburgh, indicates that the trimester was adopted educationally to encourage "the entry of people into professional life at an earlier and more productive age" and administratively"to make our resources go further by more intensive use".

The significance of the philosophical concepts lies in their relationship to the distinguishing character of the trimester plan -- that it "compacts" the work of two semesters (or three quarters) into two trimester terms and the equivalent of another semester into a third trimester term. By this intensification of course content through the reduction of peripheral subject matter, adding to the class meetings per week, or by adding to the number of minutes in the class "hour", a theoretical gain of 50 per cent is obtained.

The comparative gains over the other two calendar plans must be evaluated in light of the contributions of a fourth quarter or a full (12-week) summer session, however, as discussed later in the report.

In terms of specifics, trimester terms are usually fifteen weeks in length, although some are fourteen weeks and a few sixteen weeks, depending upon the size of the institution and the procedures employed for orientation, registration and final examinations.

Variations occur within the summer trimester term such as the "split third term" developed at the University of Michigan, a concurrent summer session, or the short "trailer session" for entering freshmen as at Parsons College and Pepperdine College.

Generally the first term of a trimester begins in August and ends before Christmas, the second extends from January to mid-April, and the third continues from the end of April to early August. Depending upon the length of the total calendar, some time is usually left open for vacation in late August.

At the present time in California, certain changes would be necessary in the Education Code to make the trimester legal, since no two trimester terms provide the minimum 175-day school year.

Under the compacted trimester program, an opportunity is afforded the student for maximum acceleration. By continuous attendance he may complete a four-year program in two years, eight months.

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[34] Edward Harold Litchfield, "Trimester: Education of Superior Quality in a Shorter Length of Time," College and University Business, 31:1, July, 1961, pp. 25-26.

Advantages and disadvantages

In addition to those advantages previously mentioned, advocates of the plan point out that:

a. The major portion of the academic values of the semester have not been materially reduced, while the values of flexibility have been added.

b. The terms are balanced, thus making instructional offerings and content equal throughout the year.

c. Maximum opportunities are provided for student acceleration, as indicated above.

d. More students may be educated with little in the way of additional plant and equipment necessary.

e. Longer periods for travel, study or research are available to instructors not engaged in teaching.

Disadvantages of the trimester include the following:

a. Articulation with secondary schools and other collegiate institutions poses definite problems.

b. Enrollments suffer because of the long period of light summer attendance.

c. The compaction has led to serious morale problems with certain faculties, and has produced a "hurried, frantic" program of learning for many students.

d. Average course loads of students do not remain at the semester-load level; this in turn defeats the objectives of acceleration.

e. All course offerings can not be offered in all terms, causing difficulties in sequence patterns and in the completion of prerequisites.

f. Salaries, while higher in gross pay, are often reduced on a work-load basis.

g. Doubts are raised as to the instructional equivalence of the semester and the trimester, both by students and by faculties.

Trimester plan usage

(1). University of Pittsburgh. One of the most carefully analyzed (and certainly the most widely publicized) trimester programs is that of the University of Pittsburgh.[35] A University committee indicates that calendar revision was prompted by four "needs", as follows:

> The University of Pittsburgh has committed itself to a drastic reform of its academic calendar to meet.... the needs of (1) providing each of its graduates with both sound liberal education and thorough professional training, (2) graduating its students at an age when there are still some years of prime period of life left to them, (3) helping society's need for an increased supply of trained manpower, and (4) providing for the admission of larger numbers of students without the necessity of a proportionate increase in physical facilities and teaching staff.[36]

The decision to adopt the trimester was preceded by extensive faculty and administrative planning and deliberation.

Faculty members are on either 9 or 12 month contracts, and those on the shorter contract are paid one-third of the nine-month salary if they teach the third term. No general policy is in effect as to the number of consecutive term assignments. It appears that the trimester has found increasing acceptance by the faculty as a whole.

Statements as to the ratio between summer and fall enrollments are conflicting. One estimate is that about 27 per cent of the fall full-time students and 57 per cent of the fall part-time students will enroll in the summer term;[37] a second estimate is that about 50 per cent of "those eligible" will enroll.[38] Perhaps the difference lies in the definition of the "eligible" student.

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[35] University of Pittsburgh, Committee on a Trimester Calendar, "Background Information on the Trimester Plan of the University of Pittsburgh," (mimeo--December 22, 1958), -- found in many sources including Mildred Kosaki, Year-Round Operations of Educational Institutions and the Implications for Hawaii, (Honolulu: Legislative Reference Bureau, University of Hawaii, September, 1963), pp. 59-66.

[36] Ibid., p. 2.

[37] Sidney G. Tickton, The Year-Round Campus Catches On (New York: Fund for the Advancement of Education, January, 1963), p. 13.

[38] Stickler and Carothers, op. cit., p. 57.

An interesting analysis yields this description of the "third-termer":

> This statistically constructed student is an older male who is enrolled in an undergraduate, goal-oriented or pre-professional program. He is an upperclassman who in any term normally carries a heavy credit load. His home is close to the University, and he has to drive to classes. He generally does not participate in formal student activities.... He has a favorable opinion of the trimester program, and because of the program he will reach his vocational and educational goals at an earlier date.[39]

These student characteristics have some similarities and some differences with junior college summer session students, although it would appear that the common factor of motivation reflects in some measure the nature of the group sampled. The ones who attend summer terms are there, generally speaking, because they want to be.

Class credit hours are computed on the semester hour basis, although the actual time of instruction is shorter. A student may graduate at the end of eight terms.

A side light is that the intercollegiate athletics program presents some problems in terms of athletic eligibility, and in the scheduling of certain sports which extend past the close of the spring term.

(2). Parsons College. Parsons College at Fairfield, Iowa, adopted the trimester system in 1960. In contrast to the University of Pittsburgh, the Parsons' fall trimester starts in late September and ends in late January, the winter term begins in February and ends in early June, and the summer term starts in June and ends in September. "Breaks" come at Christmas, Easter and one week in the summer. (The Art Center, Los Angeles, operates on a similar calendar pattern).

This plan provides the same opportunity for acceleration as does Pittsburgh, but is constructed to facilitate articulation with the contributing secondary schools.

Entrance is possible at the start of any term. Each term is 17 weeks in length, with one week in each term devoted to final examinations. The entering student has four options: (a) taking an accelerated program for eight terms; (b) choosing specially designed curriculums which include work experience or overseas travel; (c) taking a program geared to the marginal academic student, or (d) enrolling in a four-year program whereby he attends only two of the three terms each year.

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[39] University of Pittsburgh, Office of Institutional Planning, "Characteristics and Attitudes of Students Attending the University of Pittsburgh Under the Trimester Calendar", (mimeo -- 1961), pp. 57-58 -- found in Kosaki, op. cit., pp. 62-63.

A "trailer session" for entering freshmen provides classes which meet four times a week in the late summer, in which a maximum of 12 units may be achieved. Students who fall below a 2.0 grade point average are required by the college to attend the summer term.

Summer enrollment is about 60 per cent of fall enrollment, which in 1963-64 was 2,600.(40)

(3). Chicago City Junior College. One of the large junior colleges, with over 29,000 students enrolled in eight branches in 1962, Chicago City Junior College changed its calendar from the semester plan to the trimester plan experimentally at one branch in 1961 and the others following in 1962.

A transition calendar on the "8-16-8-16" plan was first used, one of the few variations resembling the "Los Angeles" plan found on the "college calendars" chart, (page 17).

An increased productivity of the faculty was derived by compressing the five-month semesters into four-month trimesters, with an across-the-board salary raise of 15 per cent accompanying the increased work load. The higher salaries are expected to recruit outstanding teachers, and the use of the trimester is planned to produce greater economies in plant utilization.

The calendar terms normally extend over 16 weeks, and equalization of enrollment is controlled through the delay of new student registrations. A full student load is listed as 12 credit hours. Following experimentation with the 8-week "split" term, a change was made for mid-year entrants who, starting in 1963, were permitted to enroll in classes meeting four times a week instead of three, and thereby gain up to 12 units of credit in the twelve weeks remaining in the winter trimester and then be "in phase" with the spring trimester.

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[40] Tickton, op. cit., p. 29.

Chapter 5

THE SEMESTER/EXTENDED SUMMER PLAN

Characteristics

The traditional college and university semester includes from 15 to 17 weeks of instruction, exclusive of orientation, registration and final examinations. The calendar year covers two semesters and the summer term, which may range from four to twelve weeks in length as one session or a combination of shorter sessions in sequence or as parallel programs.

Those colleges which include 45 to 48 weeks of total instruction are, in effect, on year-round operation. The public junior colleges in California, under provisions of the Education Code, must maintain a minimum of 175 days of instruction -- the equivalent of two 18 week semesters including final examination periods.

Vacation breaks come at the Christmas, Thanksgiving and Easter holidays, and in the summer depending upon the length of the summer term (s).

Credits are usually counted in semester units or hours, with the typical class "hour" being fifty minutes. However, in many summer terms the class meets for more than one period in succession.

Under the semester plan, the average student load is fifteen to sixteen units in the four-year institutions, although as pointed out previously, the junior college average is only about twelve units at registration time and drops below twelve through the course of the semester. Four units is the average summer unit load in the Los Angeles junior colleges on a six week program.

Opportunity is afforded for acceleration equal to the other calendar plans, particularly if the summer term is extended to twelve weeks. Theoretically a student could take two 16 unit semesters which, with two 6 unit short summer terms or 12 units in a twelve week summer term, would total 44 units in the year. A junior college student, by taking 16 units the following fall semester would then have 60 units for graduation at mid-year. (Without limitation in course load, a "superior" student could accelerate at an even faster rate).

Advantages and disadvantages

Primary advantages claimed for the semester/extended summer pattern include:

a. Seventeen weeks of prime instruction time permits offering larger units of instruction, more time for independent study, more faculty time to aid individual students, and in the larger universities more time for research.

b. The longer period of instruction favors the less mature student and the less able, while providing enrichment opportunities for the superior and gifted student.

c. Articulation is "easy". No problems occur with the bulk of the secondary schools and collegiate institutions because of the coincidence of dates.

d. Maximum opportunities are afforded for "acceleration", particularly with a 12 week summer term plan.

Principal disadvantages are pointed out as:

a. Lack of flexibility in vacation periods, employment opportunities, etc.

b. The detached January period after the Christmas holidays (the "lame duck" session) is not too productive.

c. The semester and summer sessions are of unequal length, creating problems in course outlines, faculty salaries, and sometimes in program quality.

d. Compression of the semester's work into shorter segments in the summer term can cause learning problems for some students as well as teaching problems for some instructors.

Semester/extended summer term usage

With approximately 83 per cent of the colleges and universities in the nation currently on some form of the semester/summer plan, many illustrations of "typical" programs can be found. Those which follow are selected because of the emphasis upon year-round operation.

(1). University of Colorado. In 1955, the administration of the University determined to do all that was possible to obtain a greater use of the physical plant providing such action was "educationally sound". The first objective was to build the curricula in the summer session so that students could work towards their degree objectives, rather than having the summer term devoted primarily to teacher education.

Special emphasis was placed upon bringing to the campus outstanding visiting faculty, and upon the development of intellectual-cultural programs. Little describes this development as follows:

> Outstanding series of scholarly lectures have become traditional and are well attended, often by overflow crowds. The Creative Arts program including 15 nights of Shakespeare plays in repertoire, the summer opera, the fine arts exhibits, modern dance recitals, musicals and concerts of all types make the summer semester outstanding in cultural as well as academic ways.[41]

A standing committee works two or three years ahead on the calendar. The committee has consistently recommended an academic year of two 17 week semesters and one 10 week summer term, all exclusive of registration, advisement and commencement periods. A recent report by the Year-Round Operations Committee recommended that:

> Since the University already has a very substantial year-round program and because the present calendar pattern is satisfactory in most respects, the basic calendar should not be changed at this time (1962).[42]

Students and faculty members are apparently quite satisfied with the present calendar. If spring and summer enrollments reached fall levels, "it would mean only a 16.6 per cent increase over present usage".[43]

One problem exists in financing since costs have increased in direct proportion to the additional enrollments. The university draws heavily upon a general fund, for which legislative appropriations are slow in coming.

(2). State University of Iowa. The State University operates upon a calendar of two 17 week semesters and a 12 week summer session. The dates of each period are typical, with the Fall semester beginning in the middle of September, the spring term starting at the beginning of February, and the summer term starting in June and continuing through August.

Paralleling the twelve week summer term, is an eight week summer session, which starts at the same time as the twelve week term. It was planned for an estimated enrollment of 5,100 students, which may be compared to the 1963 fall enrollment of 12,500.

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[41] John R. Little, Dean of the Summer Session -- as found in Stickler and Carothers, op. cit., p. 46.

[42] Ibid., p. 47.

[43] Ibid., p. 47.

Emphasis is placed upon acceleration, and all high schools in Iowa "are urged by the University to inform their seniors that by enrolling in the summer sessions, students may graduate in three years".[44] The average credit loads are fifteen units in the fall and spring semesters and twelve units in the summer.

Other characteristics of the Iowa program are generally similar to the traditional patterns common to those institutions on the semester/summer calendar.

(3). University of Pennsylvania. Beginning in 1961, the University of Pennsylvania introduced a twelve week summer session with the intent of offering greater educational services to meet the demands of growing enrollments.

The calendar pattern was established to eliminate the "lame duck" period. In 1962-63, for example, the fall term extended from September 10 to December 22; the spring term started on January 14 and continued until May 4; and the summer term began May 20 and ended August 9.

The summer term is divided into two 6 week periods of equal length, with examinations confined to the last day of each summer session.

The two regular semesters are somewhat shorter than most, with fifteen weeks of instruction including a week of final examinations. This has not appeared to affect the educational program or its acceptance by students and faculty.

Sixteen units is considered the average credit load, and the University indicates that the normal progress toward a baccalaureate degree will cover eight terms. Individual acceleration is possible through summer attendance, although general acceleration was not apparently one of the major objectives in the University's adoption of its present calendar.

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[44] Tickton, op. cit., p. 32.

Chapter 6

THE COORDINATING COUNCIL DECISION

One factor bearing directly upon the problems of junior college calendar selection is the effect of the "resolution" by the California Coordinating Council for Higher Education.[45] Adopted January 28, 1964, the action virtually mandated a quarter plan of operation for the University of California and the California State Colleges.

The public junior colleges, as a full partner in the tripartite system of higher education, inevitably will be affected by this decision. The effect may be felt through direct pressures on the junior colleges to move to the quarter plan so that all segments are on the "same" calendar pattern, or indirectly through problems of articulation and transference of credit upon those institutions, individually or collectively, who find it to their best interests to operate on some pattern other than the quarter plan.

A chronological background

Orderly planning for higher education has long been a concern in California. In 1948, following legislative awareness as to the problems of overcrowding and the threat to the quality of the educational programs, the Strayer Report was published. This survey recommended support for the junior colleges as two-year institutions and attempted to clarify the roles of the State colleges and the university.

The 1959 session of the California legislature in an Assembly concurrent resolution, requested the Liaison Committee of the State Board of Education and the Regents of the University of California to prepare a Master Plan for the development, expansion and integration of the facilities, curricula and standards of higher education in junior colleges, State colleges, the University of California and other institutions of higher learning in the State to meet the needs of the State during the next ten years and thereafter. The recommendations of the Master Plan, appearing in 1960, established the Coordinating Council for Higher Education as an entity, which was then given the task, among others, of studying:

> .....the relative merits of three-semester and four-quarter plans for year-round use of physical plants of both public and private institutions, and on the basis of that study recommend a calendar for higher education in California.[46]

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[45] CCHE, op. cit., p. ii.

[46] A Master Plan for Higher Education in California, 1960-1975, (Sacramento: California State Department of Education, 1960), p. 8.

The concern of the Coordinating Council as to possible calendar changes aroused considerable interest and differences of opinion among faculty members and administrators in all segments of higher education.

Considerable attention was given to the possibilities of the trimester plan, as indicated by a report prepared under a Kellogg Foundation grant by Carhart, which began with a specific assumption that:

> The University of California, State Colleges and Junior Colleges will all be on some form of the trimester calendar in the near future.[47]

Support for Carhart's assumption is to be found in excerpts such as the following:

> On educational grounds, we advise the adoption of the three-term calendar as described.....Ten of the seventeen members of the Committee voting believe that if year-round operation can be implemented only with a quarter system, the whole issue of year-round operation should be reconsidered....[48]
>
> Considering both the preferences of the faculty and the cogency of the various arguments advanced in favor of the quarter and the trimester systems, the Committee has concluded that the trimester system is definitely the better of the two.....[49]

The considerable diversity of opinion which existed at the University of California is indicated by the following summary, which appears on the next page.

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[47] John Carhart, Trimester Calendar: Survey of the Literature and Some of Its Implications for the Junior College, (Junior College Leadership Program, University of California, Berkeley, July 9, 1962 -- mimeo.), p. 1.

[48] A statement by the Committee on Educational Policy, Office of the Academic Senate, Northern Section, (Berkeley, May 8, 1963 -- mimeo.), p. 6.

[49] A report of the Select Subcommittee on Year-Round Operations to the Academic Senate, Los Angeles Division, (Los Angeles, March 15, 1963 -- mimeo.), p. 4.

Altogether, the University of California spent over five years in the discussion of year-round operation, as described in the University Bulletin.[50]

I. Trimester versus Quarter:

	Quarter	Trimester
Berkeley		
Faculty	362	114
Students	1,674	1,065
Los Angeles		
Faculty	195	334
Students	1,398	1,596
Riverside		
Faculty	31	100
Students	101	121
San Diego		
Faculty	18	29
San Francisco		
Faculty	66	62
Davis		
Faculty	123	164
Students (Executive Committee of the Associated Students)	19	--
Santa Barbara		
Faculty	36	96
Students (An ad hoc committee of recognized student leaders)	80	20(51)

On December 13, 1963, the Regents of the University adopted the following recommendation, quoted here only in part:

> That the Regents reaffirm their intention to establish year-round operation as a means of achieving more effective use of facilities at the earliest possible date, and that the President be authorized to proceed with preparation for year-round operation on at least one campus of the University, beginning in 1966-67.

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[50] The University Bulletin, 12:1, July 1, 1963, p. 5. (Appendix 1 -- "Chronology of Consideration of Year-Round Operation of U.C.").

[51] "Summary of Faculty and Student Opinion on Year-Round Operation," -- polls taken at the suggestion of the President (University of California) over some months in early 1963 -- mimeographed statement.

> That the Regents endorse the quarter system as the best calendar arrangement for the conduct of year-round operation.[52]

Further discussion within the University, together with the decision of the Regents, established the University as favoring the quarter system in its participation in the decision-making function of the Coordinating Council.

The California State Colleges, drawing upon the experiences of California State Polytechnic College at San Luis Obispo and Pomona, and the brief quarter operation of California State College at Hayward, indicated a concern in year-round operation paralleling that of the University although generally by individual campuses, rather than system-wide.

On January 24, 1964, the Trustees of the California State Colleges approved the following resolution, sections of which follow:

> RESOLVED: By the Board of Trustees of the California State Colleges, that the Board declares its intent to increase the utilization of physical facilities and to provide opportunity for students to accelerate their educational progress by establishing year-round operation in each of the State Colleges at the earliest feasible date, and as financial support is provided; and be it further
>
> RESOLVED: That after further consideration of reports on the trimester, 18-18-12 week schedule, and the quarter system, the quarter system is adopted for purposes of year-round operation.....[53]

The "Resolution" of the Coordinating Council for Higher Education

Assisted by a "Technical Committee for the Year-Round Calendar" composed of representatives from the various segments of higher education, the staff of the Coordinating Council for Higher Education developed certain proposals and recommendations which were presented to the Council's standing Committee on Education Programs,[54] and which then became the bases for the "resolution" of the whole Council. The resolution, adopted January 28, 1964, follows in full:

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[52] California Notes, 9:5, February 1964, p. 17.

[53] CCHE, op. cit., p. 7.

> Resolved:
>
> 1. That the Coordinating Council reaffirms its desire that the Regents of the University of California and the Trustees of the California State Colleges proceed with year-round operations, either campus-by-campus or system-wide, as feasible and as needed to meet student demands with the optimum use of existing buildings and facilities.
>
> 2. That the Coordinating Council considers the quarter system to be the best method of achieving year-round operations and that final calendars adopted by the University of California and the California State Colleges be sufficiently articulated to provide ease of transfer from Junior Colleges and high schools.
>
> 3. That the Regents of the University of California and the Trustees of the California State Colleges develop a tentative schedule for achieving year-round operations, as defined within this report, on selected or all campuses and colleges; and such schedule and a statement of reasons supporting it to be transmitted to the Coordinating Council for its information and comment as appropriate.
>
> 4. That since two years of advance lead time are required to place year-round operations into effect, and consequently that if year-round operations are to begin in 1966-67 at selected campuses and colleges, it is necessary for the 1964 Legislature to declare its intent to support year-round operations at the full level of quality.
>
> 5. That the Coordinating Council, on behalf of the University of California and the California State Colleges, seek to determine the intent of the Legislature with respect to financing year-round operations at the 1964 session of the Legislature.
>
> 6. That each segment determine whether it will augment the summer quarter at campuses on full four-quarter operations by the addition of special summer school offerings designed primarily for teachers and other

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[54] _Ibid_, p. i.

special groups.

7. That the Junior Colleges, the State Department of Education, the State Board of Education and the Legislature cooperate in bringing about the necessary statutory modifications to permit Junior Colleges to change their academic calendars should they determine that to be desirable.

8. That in the light of recommendation no. 1, above, each Junior College governing board appraise the recommendation's impact upon the transfer of its students, articulation with other segments of education, and other related matters; and on that basis determine the advisability of conversion to a four-quarter calendar.

9. That the governing authorities of such private colleges and universities in the state as now operate on a calendar different from that recommended above be invited to consider the advantages which might accrue to their institutions if they were on the same academic calendar as the public segments.

10. That no later than five years after the first campuses in the University and the State Colleges have a full four-quarter plan in operation, the Council carefully review the operation of such plan for the purpose of such modifications of these recommendations as may be appropriate, this review to pay particular attention to the degree to which balanced enrollments among the quarters has been achieved.[55]

In making the final decision, the Coordinating Council appeared to favor the quarter plan over the trimester plan for these reasons:

(1). Faculty members on a three-quarter contract would receive a salary equivalent to that now prevailing on the two-semester basis. A two-term salary on the trimester term plan would yield only eight-ninths of the two-semester salary, assuming that the salary payments would be equal on a "weeks-taught" basis.

(2). Articulation under the trimester plan would be much more difficult for the secondary schools and junior colleges than under the quarter plan.

(3). A greater flexibility is provided by the quarter plan in instruction and other educational services.

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[55] Ibid., pp. ii-iii.

(4). A quarter plan would facilitate the recruitment of visiting faculty. Also, it would be more useful for teachers and others in the educational system who wish to take professional courses in the summer period.

(5). Differences in costs are not sufficient to warrant rejection of the quarter plan on this basis.

Time-tables for the University and the State Colleges

The University of California, aided by preliminary study and budget planning, has moved rather rapidly to implement the quarter plan decision. Their campuses will change-over as shown by the following schedule:[56]

	To Quarter Plan	To Year-Round Oper.
Berkeley	1966 - 67	*1966 - 67 or 1967 - 68
Los Angeles	1966 - 67	1967 - 68 or 1966 - 67 *(either UCB or UCLA will precede the other by one year)
Santa Barbara	1966 - 67	1967 - 68 or 1968 - 69
Davis	1966 - 67	"when air-conditioned"
Riverside	1966 - 67	" " "
Irvine	1965 - 66	"when enrollment reaches 5000"
Santa Cruz	1965 - 66	" " " "
San Diego	1965 - 66	" " " "
San Francisco (Medical School)	1966 - 67	(not planned)

The California State Colleges plan to take considerably longer to achieve system-wide year-round operation. Their schedule for conversion is:

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[56] Based on information received February 17, 1965, from the California State Department of Education, Bureau of Junior College Education for both the University of California and the California State Colleges.

	To Quarter Plan	To Year-Round Oper.
San Luis Obispo (Cal Poly)	current	"soon"
Pomona (Kellogg-Voorhis, Cal Poly)	current	"soon"
Hayward	current	1965 - 66
San Bernardino	1965 - 66	1975 - 76
Stanislaus	1965 - 66	1975 - 76
Palos Verdes	1966 - 67	1975 - 76
Los Angeles	1967 - 68	1967 - 68
San Francisco	1969 - 70	1969 - 70
San Fernando Valley	1970 - 71	1970 - 71
Long Beach	1973 - 74	1973 - 74
San Diego	1975 - 76	1975 - 76
All others: Chico Fresno Fullerton Humboldt Sacramento San Jose Sonoma	"By 1975 - 76"	"By 1975 - 76"

Actions by private institutions and junior colleges

Some private institutions have moved rather recently to quarter plans in various forms including Occidental College (on a "3 quarter - 3 course" pattern), the University of Santa Clara (on a "3 - 4" pattern for lower classmen and a "3 - 3" pattern for upper classmen), and California Western University, San Diego. Pepperdine College has changed to a trimester pattern with a short "trailer" session to accommodate high school articulation, while most recently Immaculate Heart College, Los Angeles announced that it hoped to gain a measure of acceleration by putting a "15-15-6" calendar into effect in September, 1965.

At the time of this writing Chabot College, San Leandro is the only public junior college on record as definitely planning a move to the quarter plan. In the fall of 1966, the college will occupy new facilities planned for 5000 students and expandable to accommodate 6500. With this move, quarter operation will begin on a three-quarter, summer session basis. Year-round operation will be undertaken on a pattern of "four-quarters of 11 weeks each", when enrollments make the additional change feasible.

"Educational advantages" are given as the primary reasons for change, based on the assumptions that there will be less wasted time, learning will be facilitated through the "three-course" plan, more opportunities will be available for inter-disciplinary teaching, and students will have a greater flexibility in terms of major sequences, meeting prerequisites, etc.

Conditions which made this move possible include (a) the "temper" of the Board of Trustees, which is willing to move ahead experimentally, (b) the fact that 80 per cent of Chabot's transfer students will attend California State College at Hayward, now on quarter operation, and (c) a fair number will attend the Berkeley campus of the University of California, which will be on quarter operation in 1966.

Considerable planning preceded this contemplated change, including consideration of a report prepared by McCuen[57] in his capacity as an administrative intern. The report described the advantages and disadvantages of the quarter plan, the estimated added budget costs, and certain problems to be faced in conversion. Certain questions yet unanswered as to course conversion, major sequences, etc., are currently being studied by faculty/administrative committees.

The College of San Mateo has been studying the academic calendar in detail for some years, as have other junior colleges to a lesser degree, but no indications have been evidenced that there is any "great hurry" to change from existing semester-summer session patterns.[58] However, a common thought, particularly in the Bay Region, is that the quarter plan is "inevitable".

Implications for the junior colleges

Certain implications may be drawn from the materials of this chapter, which will have a direct bearing on the final proposals of the survey:

(1). In the absence of a preponderance of evidence favoring one or another of the calendars, the opinions of the students, faculties and administration divided rather sharply as to the merits of the quarter plan for year-round operation.

(2). The role played by faculties and faculty committees was significant in both segments, but perhaps more so at the branches of the University than on the individual campuses of the State Colleges. A degree of

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[57] John T. McCuen, Problems and Benefits of the Quarter System and Year-Round Operations Based on the Quarter System, (A Report to the Board of Trustees, South County Joint Junior College District of Alameda County and Contra Costa County, May 22, 1964 -- mimeo), pp. 1-15.

[58] Based upon the statements of Alvin Alexandre, Chairman of the Faculty Committee to Study Year-Round Utilization, College of San Mateo, and the observations of junior college administrators from Bakersfield, Cerritos, Diablo Valley, Foothill, Grossmont, San Francisco, San Jose, and other junior colleges.

"resistance" to the administrative decision for calendar adoption seems related both to the degree of faculty involvement prior to the decision and to the possible lessening of local autonomy.

(3). It is worth noting that while the University has a relatively immediate date for system-wide conversion, the State Colleges (to which the great majority of the junior transfer students will go) have set the dates for year-round operation well into the 1970's for most of the seventeen institutions.

(4). Of the State Colleges serving the greater Los Angeles area, only California State College at Los Angeles will be on year-round operation prior to 1970-71.

(5). While not previously mentioned, Hayward will be the State Colleges' "small college pilot program" and Los Angeles the "large college pilot project". Other State Colleges will evaluate these actions and planning efforts as patterns for their own transition. A parallel opportunity for junior college "pilot study" may develop if Chabot College, San Leandro moves to quarter operation in 1966 as currently planned.

Chapter 7

REACTIONS AND OPINIONS OF STUDENTS AND FACULTIES

Reactions to the Coordinating Council "resolution"

The Assembly Interim Committee on Education, Subcommittee on Personnel Problems, held a committee hearing in San Diego on July 13, 1964, under the chairmanship of Assemblyman Ryan. Principal testimony, because of the way H.R. 244 was written,[59] primarily concerned the California State Colleges. The University of California did not participate.

Following a general presentation as to the background of the Coordinating Council decision, considerable "resistance" was evident in the contributions of representatives from the State-wide Academic Senate, the Faculty Associations, the California Federation of Teachers, and the California State Employees Association. One of the most pointed statements is quoted in part, as follows:

> In conclusion.....I should like to stress again the fact that the Association of California State College professors is not opposed to the greatest possible year-round use of physical facilities in the California State Colleges which the requirements of a sound educational program will permit; we are not arguing that the quarter calendar should never be adopted in all of the California State Colleges; we are not arguing that no California State College should operate on the quarter calendar as soon as possible. Neither do we insist that all doubts and questions with respect to the quarter calendar must be answered before we are willing to see it adopted. What we are pleading for, and what we have insisted upon from the beginning, is that answers be sought, through whatever means necessary, to some of the major questions attendant upon the compulsory change of calendar in the California State Colleges.....they have not been answered. We also believe it essential that major questions of faculty status, work load, pay, leave privileges, and rights of individual decision on a host of other vital questions be clarified before any change of calendar is put into effect.....[60]

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[59] Assembly Journal, op. cit., p. 854. (See page 2).

[60] Statement by Ross Y. Koen, Executive Secretary, Association of California State College Professors, July 13, 1964.

The above statement re-emphasized a position taken earlier by the same body, when on October 13, 1963, it was resolved that:

> ACSCP requests that the Coordinating Council reconsider the possibility of solving the problem of plant and facilities utilization by retaining the existing semester plan of academic calendar, incorporating a strengthened summer program with financial support proportioned to that given the regular semester.[61]

No further hearings were held by the Subcommittee on Personnel prior to the issuance of its report with reference to "year-round use of higher education facilities":

1. The committee recommends that the Coordinating Council on Higher Education provide increased and sufficient data on current year-round operations within and without the State of California.

2. It is recommended that reports be filed with the Education Committees of both houses of the Legislature relative to the experience of the State Colleges and the University of California in initiating a quarter system at various campus locations.

3. The committee recommends that the basic decisions on matters such as year-round calendar should be made in cooperation with the Legislature, with a view toward the fact that social, cultural and other factors will inevitably be involved.

4. The committee urges the Coordinating Council on Higher Education to study more fully the advantages and disadvantages inherent in a split-summer trimester plan, such as the one recently adopted by public institutions of higher education in the State of Florida.[62]

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[61] Association of California State College Professors, State Council Meeting, October 13, 1964.

[62] "Report of the Subcommittee on Personnel Problems", Report of the Assembly Interim Committee on Education, 10:17, January, 1965, pp. 35-36.

Some support has been indicated for the move to the quarter plan. One group so indicating its position is the California Junior College Faculty Association:

> No doubt, you are aware of the fact that the Association is in favor of the quarter system, because basically, the University of California and the State colleges will be adopting this system and the junior college is one of the three members of higher education. Therefore, it becomes necessary for the junior college to be able to match its program with that of the other two.[63]

Prior to the Coordinating Council action, attitudes and opinions were expressed by various groups.

In June, 1963, the California Association of Secondary School Administrators went on record, as follows:

> In conclusion, CASSA representatives expressed the opinion that the quarter plan.....was the best choice, and seems to provide the best articulation. The trimester plan.....however, would not create severe problems except possibly in not tying together closely with the beginning of the summer term.[64]

A questionnaire responded to by presidents of 62 California junior colleges,[65] revealed preferences for (a) the quarter calendar over the trimester -- 41 to 17, (b) the quarter plan, if the State colleges use a quarter calendar and the university uses a trimester -- 45 to 7, and (c) the trimester, if the State colleges use a trimester and the university uses the quarter plan -- 40 to 13.

This section of the report may be closed with an excerpt from a recent news item; whether or not it is indicative of faculty "unrest" is not completely determined, but the possibilities may prove interesting:

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[63] Letter from John B. Palmer, corresponding secretary, California Junior College Faculty Association, dated November 2, 1964.

[64] A report by Leland S. Russell, chairman of the Affiliations Committee, California Secondary School Administrators Association, June 10, 1963.

[65] "Questionnaire on Calendar for Year-Round Operation", Bureau of Junior College Education, State Department of Education, (by Carl G. Winter, Consultant), September 18, 1963.

> The Academic Senate's emergency executive committee (University of California, Berkeley), created during the heat of the student political action demonstrations last month, was instructed to expand its activities. The Academic Senate is made up of the University's tenured faculty members.
>
> By a vote of 115 to 112, the committee was instructed to study "the whole problem of the quarter system" and "take appropriate action".[66]

Faculty involvement within the District

While the primary task of the survey has been one of "fact-finding", an effort has been made to keep the faculties informed as to the progress of the study and to take into consideration the opinions and concerns expressed by individual faculty members and organized groups.

The director has accepted each invitation to speak before faculty associations and professional organizations; presidents and representatives of the faculty associations and professional teacher organizations have been present at the meetings of the Advisory Committee (by action of the committee in making its meetings "open"[67]), a member of the survey staff interviewed fifty-one department and division chairmen concerning curriculum planning; organized groups have conducted their own independent studies with information provided by the survey staff as requested; and the activities of the survey have been publicized generally through various media.

Within the district, certain indications of faculty sentiment and action have been obtained.

(1). A survey of the Los Angeles City College Faculty Association revealed that 123 favored an expansion of the semester system over the staggered quarter plan -- 61 did not. Overwhelming support was given to the propositions that (a) teachers should receive equal pay for equal time, (b) teachers in all-year programs should receive some type of paid vacation and (c) teaching three quarters with one quarter without pay as a preference. As to vacation choices -- 112 preferred summer, 32 preferred fall, 1 preferred winter, 10 preferred spring, and 12 indicated a desire to rotate. A sixth survey item, with the vote, is reproduced below:

> Many experts believe that the all-year program would mean little or no net saving due to increase in certificated and

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[66] Los Angeles Times, January 13, 1965.

[67] Survey Advisory Committee, Minutes of first meeting, September 16, 1964.

> non-certificated salaries, higher bus costs, hiring of additional certificated and non-certificated personnel, air-conditioning costs, additional retirement contributions, over-time pay, etc.
>
> Also, the all-year program will bring many problems, such as: matriculation, teachers' vacations, forced enrollment of three-fourths of all students in the summer, loss of athletes in seasonal sports because they might be scheduled for vacation time during that quarter, lessening of learning process due to summer quarter and overload on students, failure of three-fourths of students to participate in summer community projects, less employment opportunities in non-summer quarters, etc.
>
> Assuming for this question the above to be true, do you believe parents, students, and teachers would support the all-year school? YES 59 NO 122(68)

A further communication from Los Angeles City College reads:

> This is to advise you that this committee (the All-Year School Committee) consisting of nine members of this faculty....recommends the following:
>
> 1. The committee is unanimously in favor of greater plant usage by expanding the summer sessions to two sessions of six weeks each, and by more use of afternoon classes as the situation demands such usage.
>
> 2. The committee is unaimously opposed to the quarter system and is in favor of the retention of the present two semester system with the summer sessions, which in effect creates an all-year school.[69]

The report was "accepted" by the Academic Senate at City College, rather than "endorsed".

(2). Los Angeles Trade-Technical College faculty members unofficially voted 74 to 66 (28 not reported) in favor of the semester-summer over the quarter plan. No vote was cast for the trimester plan.

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[68] From Russell Cangialosi, Los Angeles City College Faculty Association President, November 18, 1964.

[69] From Jordan Paust, Chairman of the L.A.C.C. All-Year School Committee, through Russell Cangialosi, November 16, 1964.

Two points of interest were raised: (a) that instructors would like the summer plan, regardless of the final choice, to begin on the Monday after the spring session (any choice plan) terminates. They feel that too many students forego the summer session because of the wasted "wait" of one week to ten days between the end of the spring session and the beginning of the summer session, and (b) that the instructors recommend moving the start of summer session forward to about June 15th, thus giving Trade-Tech students an equal chance at job-seeking for summer employment, and minimizing the loss in enrollment due to the ten-day or two-week break.[70]

(3). The Los Angeles Valley College Faculty Association, in response to a subcommittee report and following considerable discussion,

> at its meeting of December 16, 1964, approved the following recommendations with respect to any proposed reorganization plan for the academic year of the Los Angeles Junior College District:
>
> 1. That no plan involve increase of teaching load or loss of pay.
>
> 2. That unalterable opposition be expressed to the "Los Angeles" plan (six weeks - eighteen weeks - six weeks - eighteen weeks).
>
> 3. That the University of California system of a free week between semesters be extended to the Los Angeles junior colleges.
>
> 4. That the "Semester-Summer" plan (eighteen weeks - eighteen weeks - twelve weeks) would cause little disruption of present arrangements and would permit time to observe the operation of academic calendars in other institutions and should, therefore, be adopted for the present.
>
> 5. That the twelve-week summer period should be flexible to meet the needs of the subject matter with any combination of up to and including twelve weeks permissible, but no instructor shall teach longer than a ten-week session during this period.
>
> 6. That no student shall be compelled to stay out of school during any term of an all-year operation.

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[70] Reports by department coordinators, Los Angeles Trade-Technical College, November, 1964.

> 7. That no change be made in the academic year unless approved by a vote of the faculty members of the Los Angeles Junior College District.[71]

(4). A "position statement", adopted by the A.F.T., College Guild on October 14, 1964, concerning "all-year operation of schools" follows in full:

> The Guild at this time takes no stance for or against any particular plan for "all-year" schools. However, no plan should be adopted in haste. After Dr. Reiter's study of the all-year school is completed, the results should be made available to all teachers and adequate time be allowed for them to digest the facts and discuss the possible implications. Following this, their opinions should be heard and any adoption come only after a majority of them concur.
>
> Whatever "all-year" plan is ultimately considered, it must:
>
> 1. Not compel any otherwise qualified student to stay out of school during any term of any school year....
>
> 2. Provide an instructional staff contract salary based on a policy which allows for at least a continuous twelve-week period off during the calendar year.....
>
> 3. State that teaching during the fourth quarter or third trimester (the additional term by whatever name) will be purely voluntary for the instructor. The salary for this should be in addition to and at a rate no less than the rate for the rest of the year.....
>
> 4. Provide for additional compensation during the transition period. This, either in the form of more dollars or a reduced teaching load.....[72]

(5). The position of the Los Angeles College Teachers Association was stated as favoring the quarter system of operation over other alternatives.[73]

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[71] From Philip Clarke, President of the Los Angeles Valley College Faculty Association, January 5, 1965.

[72] From Eddie Irwin, President of the A.F.T. College Guild, October 19, 1964.

[73] Survey Advisory Committee, Minutes, November 18, 1964 -- a statement by Mel Green, representative of the Los Angeles College Teachers Association.

While not directly involved in junior college planning, but having representative participation in the meetings of the Advisory Committee, the Los Angeles Teachers Association has indicated its preliminary support for a trimester calendar plan, and has so stated for the record.[74]

The Adult Education Principals' Association presented to the Associate Superintendent, Division of College and Adult Education officially, and to the survey Advisory Committee for informative purposes, certain recommendations one of which is:

> that all 27 adult schools be placed on a twelve-month program beginning in 1965 by offering a 12-week summer program and moving thereafter to that plan which is recommended by the Superintendent's committee for the all-year school.[75]

Student preferences and opinions

A reference source used by the survey (which need not be identified here) carries this passage:

> In the broad sense, the student must now take what he can get. His education is pre-arranged. His voice in the operation of his university, while he is an attending student, is at best a squeak.

The philosophy of the Los Angeles junior colleges, which places a primary emphasis upon meeting the needs of its students, would suggest an opposite point of view. That is, the voice of the student is clearly heard -- and what he says is important!

In the fourth and fifth weeks of the 1964 summer session and in November of the fall, 1964 semester, a brief unstructured questionnaire was distributed among a sampling of students in the seven Los Angeles junior colleges. The findings of the questionnaire survey, which follow, are largely confirmed by individual student interviews and class visitations.

Approximately ten per cent of the summer enrollment in fifty different classes and ten per cent of the fall enrollment in one hundred different classes were surveyed -- 1444 summer students and 2868 fall students responded.

In terms of the origin of the population samples, it was indicated that, in the previous spring, 1964:

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[74] Ibid., -- by Richard Porter, representative of the Los Angeles Teachers Association.

[75] Randolph L. van Scoyk, President of the Los Angeles Adult Education Principals' Association, December 16, 1964.

20.4% summer;	33.1% fall	-- attended no college or university
50.8	62.3	a junior college
		a State college:
12.1	2.2	semester plan
0.7	1.8	quarter plan
		a university or private college:
15.1	0.2	semester plan
0.9	0.4	quarter plan

Upon a basis of previous knowledge only, the students indicated their calendar preferences to be:

	Summer		Fall	
Quarter plan	507		1031	
Trimester plan	362		764	
Semester/summer plan	554		1020	
(18-18-12)		(143)		(451)
(18-18-6-6)		(411)		(569)
No preference	21		53	

In both summer and fall groups, the six-week summer term was preferred to a continuous twelve-week term -- 722 to 689 and 1592 to 1174 -- while the ratio of those indicating that they "would attend 48 weeks of the 52 if given the opportunity" was 3:2 "yes" in the summer group, but exactly 1:1 in the fall group.

It might be concluded that (a) the trimester plan appears less desirable than either the quarter or the semester/summer plans, (b) the six-week summer term is favored over a consecutive twelve-week term, and (c) at least 50 per cent of the students or better indicate that they would attend year-round if possible. (In regard to the latter item, it should be mentioned that the phrasing of the year-round question -- "48 weeks of the 52" -- was interpreted by a few to mean that the remaining four weeks would constitute a four-week vacation).

The opportunity for "comments" revealed a wide range of feeling. A few are reproduced here, each from a different class sampling:

> "Yes, I would like this system (year-round) since it would accelerate a student's college program, would better utilize the time of a student's college career. It would prove economically cheaper, and would eliminate the long summer vacation which serves as a hindrance to continuous study in courses of study which must follow in sequence as math, chemistry and physics."

> "For the older student the quarterly system gives us more opportunity to catch up with lost time--year-round schooling need not be taken advantage of by all the students, but would certainly be a bounty for the student who was earnest and in a hurry."

"The acceleration would be advantageous to the mature pupil who has returned to school and has less time. And if one went to college the usual four years--how much more one could learn. I would attend 50 weeks out of the 52 if possible."

"I'm willing to go all year around, however, my reasons for this have a definite bearing on my age. I'm 22, and realize that the sooner I'm through with school, I'll be out earning a living. Summer vacation doesn't hold the same feeling at my age that it did at 17 or 18."

"I would attend on a year around basis because I am a part-time student and father of 3 children and I would like to get through."

"I would sign up for 48 weeks per year if the opportunity were presented. That's better than I'll get when I start working. I'll be lucky to start off with one week's vacation per year."

"No-because I feel in order to gain as much as possible from my college education I need a vacation after 9 months of study, papers and finals. I also look forward to a summer vacation to read and study on my own in fields in which I have recently become interested or in which I have not had classes and of course free reading also. During the year I am limited to study for my classes and I need the time to do so on my own."

"I firmly believe that teachers as well as students need the summer months to expand themselves in other ways other than the formal education we get in college. As a student, I need the summer months to earn extra money to help me thru' the regular semester."

"No. I doubt if I could attend school all year round because of financial and personal reasons. I would have to work part-time to help my parents out and still help around the home."

"No. I think vacations are very important to college students, especially since they provide opportunity for work experience. I think every college student can benefit from a change of activity and interests--vacations (and working) also help to make one more appreciative of the chance for a college education."

"I would not attend this or any other college that was in session 48 out of 52 weeks. I enjoy going to school. I enjoy having a break by working. Why should we rush our education so? The time seems to be going by fast enough."

An examination of all responses suggests that (a) the necessity for some break for full-time employment, (b) concerns for family obligations, and (c) the "need" for a vacation from study are the compelling reasons for not desiring year-round schooling. A wish to (a) achieve a greater gain educationally, and (b) to get through more quickly and into employment sooner, are the prevailing reasons suggested by those who would attend year-round.

Chapter 8

PROBLEMS OF ARTICULATION AND CURRICULUM PLANNING

The problems of articulation

The common problems of articulation in year-round operation fall into three main categories: (1) the length of the terms of instruction, (2) the starting and ending dates of each term, and (3) the distribution and content of the materials of instruction within the term period.

(1). Little room is left for discussion as to the length of the terms in each calendar option. The arbitrary criterion of a "48 week" school year demands that the semester/extended summer term plan be divided into 18 weeks - 18 weeks - 12 weeks (or 6 - 6 weeks), the quarter plan be divided evenly into four 12-week periods, and that each 'mester of the trimester plan include 16 weeks.

(2). With 38 per cent of the Los Angeles Unified District high school graduates planning to attend a junior college, the first concern as to starting and terminal dates must relate to the dates of mid-year and spring graduations. The semester plan calendars for both high school and junior college coincide almost identically at the mid-year point, this suggesting an advantage over the quarter and trimester plans. (The comparative calendar dates are illustrated by the "college calendars" chart, which appeared on page 17.) The opening dates for the fall on the semester plan and the quarter plan are the same, while the fall trimester starting date causes a somewhat longer wait upon the part of the freshman entrant.

For the most part, junior college transfer students will attend four-year colleges and universities currently operating upon the semester plan, although this situation may change as more four-year colleges move to quarter operation, or to a trimester plan. At the present time, it would appear that the semester/extended summer plan articulates with the other common patterns equally as well, or perhaps slightly better, than does the quarter plan or trimester.

(3). The third problem area, that of distributing the materials of instruction over a given term, becomes somewhat more complex. Certain phases of this problem area have been investigated by Kepley, who is responsible for the following sub-section:[76]

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[76] Portions of a statement prepared by William N. Kepley, Jr., college curriculum coordinator, for the Assistant Superintendent, Division of College and Adult Education, December 11, 1964, (unpublished).

ARTICULATION OF COURSES WITH FOUR-YEAR COLLEGES AND UNIVERSITIES --

"A major function assigned to the public junior college in California by the Master Plan for Higher Education is the offering of academic courses which may be taken by the student to complete the lower division requirements of the other segments of higher education in order that he may transfer with full junior standing to those institutions upon completion of the lower division program in the junior college. At the present time, better than seven out of ten of all students enrolled in the lower division in the three segments of public higher education in California are in the junior college. Moreover, of all students enrolled in the junior college segment, approximately sixty per cent have declared themselves to be transfer majors.

"The acceptability of academic courses offered in the junior college by the other segments of higher education is based upon evaluations made of these courses by the other segments. All of the courses offered in the colleges of the Los Angeles City Junior College District have been evaluated by all of the institutions to which a significant number of our graduates transfer upon completion of their studies in our colleges, and the results of the course by course evaluations have been recorded in articulation agreements. Currently, we have published agreements with the following four-year colleges and universities: University of California at Los Angeles, The University of Southern California, Stanford University, California State College at Long Beach, California State College at Los Angeles, California State College at Fullerton, California State Polytechnic College, San Fernando Valley State College, The Art Center School, Los Angeles College of Optometry, Pacific Oaks College, and Northrup Institute of Technology.

"The evaluations made to determine the acceptability for transfer credit of our courses are made on the basis of whether or not our courses have the same prerequisites, cover the same content, are offered for the same number of hours, and grant the same number of units of credit. To date, no problems concerning the number of hours or weeks or units of credit have arisen since all of the institutions involved have been on the semester term. The major problems have been in the area of prerequisites and content, and the only solution to these problems has been for the junior college to add the prerequisites and to adjust the content of courses to meet the demands of the other segments.

"The conversion by an institution to a term other than the semester term will require a rearrangement of the content of courses offered by that institution. This is especially true if the institution adopts the quarter term. As a prelude to conversion to the quarter term, UCLA has publicly announced that a wholesale revision of the content of its courses is underway.

"In order to guarantee the continued acceptability of our courses by the State University and by the State colleges, the obvious move on the part of our junior colleges would appear to be to also convert to the quarter term and to restructure the content of all of our transfer courses so as to make them exactly equivalent to the courses to be offered in the two other segments of public higher education. Such a conversion would also be justified on the basis that the vast majority of our students transfer to branches of the State University. Converting to the quarter term and restructuring our courses should probably not be undertaken, however, until the other segments have completed their conversion for the following reasons:

1. To effectively restructure the content of our courses will require that we have available to us the course descriptions and course outlines of the new quarter term courses to be offered by the State University and the State colleges. The most prudent action we could take would be to delay the restructuring of our courses until the three local State Colleges (Long Beach, Los Angeles, San Fernando Valley) have converted to the quarter term and have made their course descriptions and outlines available to us. The descriptions and outlines for the UCLA courses will be available at an earlier date than for the local State colleges, but a significantly greater number of our graduates transfer to the local State colleges than to UCLA, and it is entirely possible that the new quarter term courses to be offered by the State colleges will be different from those offered by UCLA.....

   If the conversion to the quarter term by the State University and the State colleges results in a great array of different types of courses, the colleges of the Los Angeles Junior College District will probably have to "lock into" the courses to be offered by the institutions to which the greater number of our students transfer upon graduation from our colleges.....

2. Experience with California State Polytechnic College shows that credit for courses offered on a semester term can be transferred to a college which is operating on a quarter term with no serious problems of articulation for the student. This is especially true if the student completes the entire lower division program in the junior college before transferring to the four-year college. For example, the two-semester course in English Composition is offered as a three-quarter course at California State Polytechnic College. The student who completes both semesters of the course in the junior college is granted full credit for the three-

> quarter course offered at Cal Poly. The student who completes only the first semester of the course in the junior college, however, will be required to complete the final two quarters of the Cal Poly sequence, despite the fact that the student will be repeating topics covered in the semester course which overlap the content of the second quarter course at Cal Poly.
>
> Remaining on the semester term would also guarantee that our courses would remain acceptable without re-evaluation at those institutions which will remain on the semester term, including the University of Southern California. Remaining on the semester term would require, however, that new articulation agreements be negotiated with each institution which converts to the quarter term. The format of these agreements would be similar to our present articulation agreement with Cal Poly....."

Curricular planning and conversion problems

In curriculum planning the optimum time open for teaching a given subject, the length of the class "hour", the number of class meetings per week, and the number of weeks in the term are all matters for strong subjective opinion, but have not lent themselves to quantitative experimentation.

Dartmouth College moved to a three-term, three-course plan in the 1958-59 academic year, fitting their timing to that of three quarters of the quarter plan. (The 3-3 plan is that adopted by Occidental College and, with a slight variation, by the University of Santa Clara.) A significant point is made in the following statement:

> It is perhaps unnecessary to stress that the joint committees (of Dartmouth College) would not undertake a three-term system without a reduction to three of the number of courses carried;.....[77]

Whether or not the benefits of a three-course term pattern for the relatively homogeneous curriculums at Dartmouth College successfully could be duplicated with the wide range of junior college offerings (including all of the vocational, technical and specialized offerings of extensive or limited duration), is problematic. Chabot College has indicated that, in its adoption of the quarter plan in 1966, the three-course pattern will be an essential element -- an innovation which will be watched with interest by the other junior colleges.

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[77] AACRAO, *op. cit.*, p. 30.

Hungate and McGrath have proposed a trimester program of three terms of 14 weeks each. This, they suggest, would attract more students "because the pace is more leisurely than the 15 or 16 week trimester plan."[78] Some question might be raised as to what is being "left out", since the weeks of instruction total only 39, somewhat less than the 44 or 45 out of the total of 48 weeks accepted by this study as a criterion of year-round operation. The point that the pace is more "leisurely" can be readily accepted, particularly in light of a report from one institution, as follows:

> The trimester system of year-round operation of Florida State University has reduced teaching and education to a "harried, frantic rat race", a special committee of the faculty said in a report released yesterday. The committee, appointed by FSU president Gordon Blackwell a year ago at the request of the faculty, made an evaluation of the trimester system, using voluntary communication, personal contact and a questionnaire.[79]

In December, 1964, an effort was made to obtain the opinions and reactions of department and division chairmen in the seven Los Angeles junior colleges as to the probable impact upon course offerings and the "learning process", should a major calendar change be effected. A summary of the findings follow:

1. Department chairmen were of the opinion generally that it would not be impossible to redesign courses so that material covered in a semester could be covered in a shorter term.

2. The ultimate criterion for content of courses designed as transfer lower-division courses for the University of California at Los Angeles and for the State colleges will be the equivalent course structure at these institutions.

3. Hasty conversion by the junior colleges of courses currently well articulated with four-year colleges and universities could jeopardize the transfer of future students. Therefore, efforts to convert classes before

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[78] Thad. L. Hungate and Earl J. McGrath, A New Trimester Three-Year Program, (New York: Bureau of Publications, Teachers College, Columbia University, 1963), p. 12.

[79] "FSU Trimester System Called Rat Race," St. Petersburg Times (Florida), April 25, 1964.

the four-year institutions have redesigned their requirements and course content would tend to impair existing stabilized articulation agreements with these institutions.

4. The conversion of occupational non-transfer courses could be effected by the colleges of the district through cooperation of existing committees and the district college curriculum coordinating committee. The greatest concern foreseen would be the adequate coverage of required subject matter in a shortened session.

5. Of great import to the instructional staff in the Los Angeles College District is the existing instructor load policy. Many feel that it would prove difficult if not impossible to maintain the minimum 450 student contact hour equivalent under any year-round operation requiring frequent scheduling of advanced classes which tend to have a low enrollment.

6. Additional instructional staff is indicated for year-round operation. In areas of teacher shortage this factor could become critical. In many subject fields it is impossible to secure properly trained replacements for temporary service.

7. Of the proposed patterns of year-round operation the quarter plan of operation was the first preference; the semester-twelve-week summer session was second choice; the third choice was the trimester plan of operation. (Note: these choices reflected personal opinions, and did not necessarily represent the feelings of the departments concerned.)

8. Severe opposition to sudden change was expressed. It is generally felt that time will be required to plan all changes carefully before they are initiated.

9. Departments emphasizing the performing arts tend to desire longer sessions--twelve weeks or preferably longer.

10. Departments emphasizing basic skill subjects tend to feel that shorter sessions could be adapted for training purposes.

11. Factors considered important by the instructional staff of the Los Angeles colleges included the following:

a. Revision of existing examination schedules and program.
b. Increase of clerical responsibility for instructors.
c. Dependence of cyclical courses upon seasonal variation.
d. Desirability of maintaining equal sessions.
e. Implications for athletic competition and athletic eligibility.
f. Distraction from excessive heat during summer months.
g. In-service course requirements for Vocational Class A instructors during summer months.

12. All points considered, the general reaction to proposed changes of the existing operational plan is one of reluctance.[80]

Implications

The "mechanics" of course conversion and articulation present definite challenges to those charged with instruction and curriculum planning.

(1). A change in the summer pattern of the semester/extended summer term plan is relatively easy to accomplish, since the basic unit structure is virtually identical to that of the current semester plan.

(2). The trimester plan changeover involves an intensification or compression of learning materials into a shorter time-span, but the mechanics are again not too difficult. A real problem lies in the determination as to whether or not the philosophy of intensification is acceptable.

(3). A change to the quarter system becomes somewhat more complicated, since a department or division must determine which alternative conversion process is "best".

For example, these options are possible in changing a typical six-unit "year course", such as Economics 1-2, English 1-2, or Philosophy 1-2, from the semester pattern to that of the quarter:

a. The credit value of the year course may be reduced to six quarter units rather than six semester units.

b. The course may hold to a semester unit value, but meet more times per week.

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[80] Reported by Miss Jane Cavenagh, College Office, who conducted personal and group interviews with fifty-one individuals in the seven Los Angeles junior colleges, December 7-16, 1964.

c. Semester unit value may be retained, but each instructional period is lengthened by a considerable number of minutes.

d. The materials of instruction may be "compacted" so that the year course is covered in two quarters.

e. The course titles of ____1 and ____2 are retained but a new "____3" must be developed, with a resulting concern for the distribution of unit materials.

f. The class meeting schedule may remain intact but additional assignments and independent study are made part of the course requirements.

Similar types of problems are found in "what to do with four and five unit classes, or the shorter one and two unit courses?"

A wholesale re-evaluation of the total curriculum may be involved, with the questions of reducing the total number of courses offered, whether or not to include more "survey" type courses, effects on major sequences, etc., all demanding attention and study.

An encouraging note upon which to end this chapter, however, is found in the words of Dean Kidner:

> It doesn't matter if all the junior colleges go on the quarter plan, if some of them go on the quarter plan, or if none of them go on the quarter plan -- articulation (with the University of California) will not become a major problem.[81]

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[81] Dr. Frank L. Kidner, University Dean of Educational Relations, University of California -- in an interview, November 10, 1964.

Chapter 9

PROBLEMS OF COSTS AND ENROLLMENTS

The enrollments "picture"

Operating costs, with minor exceptions, are functions of the total number of weeks in the calendar and the size of the total enrollment over the year. In this study, each of the year-round plans has been constructed on a 48 week basis; therefore, enrollment becomes the major variable.

The problem facing the Los Angeles Junior College District, and the other junior colleges in the state, is that of rapidly rising enrollments due to the increased birth-rate and in-migration. Adding to the problem is the diversion of students from the University and the State Colleges, in implementation of the Master Plan, which undoubtedly will intensify in the immediate future as a result of the adoption of the "eligibility index" as a basis for admission by the State Colleges. (It has been estimated that 25 to 30 per cent of the students presently enrolled in the State Colleges theoretically would not have been eligible for admission under the new standards). And if certain proposals under Legislative consideration relating to a "tuition charge" for the University and the State Colleges are made operative, it is probable that even more students may take their first two years in a junior college. This statement recently appeared:

> Even the addition of $100 increments of tuition, the studies indicate, would result in a 2% "leakage" of students away from higher education.....[82]

The projected enrollment needs for the district through 1975 are shown on Table I.

Through foresight and planning the district has provided an educational housing program to partially accommodate anticipated enrollment increases, but at each stage the needs will be "critical". This program has been described as follows:

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[82] Julian Hartt, "Doomsday for Tuition-Free-Higher Education Seen Near", Los Angeles Times, December 21, 1964.

TABLE I

LOS ANGELES JUNIOR COLLEGE DISTRICT DAY SCHOOL ENROLLMENT ACTUAL AND PROJECTED

(High Estimate)

Year	L.A. Unified High School Graduates	13th Grade	14th Grade	Total
1955	15,120	10,196	5,411	15,607
1956	15,526	11,164	6,060	17,224
1957	16,599	12,209	7,081	19,290
1958	17,507	13,549	7,596	21,145
1959	19,294	13,050	6,961	20,011
1960	23,138	14,987	6,465	21,452
1961	24,256	14,900	8,189	23,089
1962	24,050	15,627	8,344	23,971
1963	25,020	20,741	7,189	27,930
1964 Actual	28,500	21,867	11,262	33,129
1965 Estimated	32,503	26,262	12,928	39,190
1966	33,872	27,640	14,917	42,557
1967	34,483	28,414	15,727	44,141
1968	35,738	29,734	16,196	45,930
1969	38,158	32,053	16,978	49,031
1970	40,091	33,997	18,302	52,299
1971	41,867	35,838	19,412	55,250
1972	42,744	36,931	20,463	57,394
1973	44,081	38,439	21,088	59,527
1974	45,221	39,794	21,949	61,743
1975	46,426	41,180	22,722	63,902

Prepared by the Research Section, Educational Housing Branch, Los Angeles City Schools, September, 1964.

> With teaching stations existing or now under construction, it is estimated that the facilities will house the increased enrollment growth to 1966 or 1967, or until our enrollment reaches approximately 38,000 to 40,000 students. In the fall of 1967, it is planned to open the new West Los Angeles College.....Opening of the West Los Angeles College will increase the junior college capacity for another 75,000 students between 1967 and 1971. Preparation will soon start on a program for the college, to be located in the northwest portion of the San Fernando Valley. If this college can be opened in 1968 it will again increase the capacity another 7,500 students by 1972. The third college, on a site in the South Central part of the city at Imperial Boulevard and Western Avenue, if opened by 1970 could also increase the capacity another 6,000 or 7,000 students by 1975. These three new colleges, plus new additions at existing colleges, would increase the housing capacity from 38,000 to 40,000 students in 1967 to 60,000 to 62,000 students in 1975. Where to from there.....?[83]

The construction costs for the above program will be approximately 60 million dollars. Under the present Board policy of the five cent pay-as-you-go-tax, the district will lack about $9,000,000 by 1970. Hopefully, this shortage will be made up by additional state money for capital outlay.

The above plans were postulated upon "normal conditions" of increased growth, but it would appear that they could fall short of meeting the total student population needs in light of emerging trends.

As will be borne out in a later portion of this chapter, added attendance made possible through any of the year-round calendars will not be sufficient to replace planned or proposed construction, due to the high utilization of the present summer session -- 67 per cent of the fall enrollment -- and, with mid-year high school graduation and many transfer students, a spring enrollment which is 99 plus per cent of the fall. Summer utilization could reach an even higher percentage if instructional budgets were increased.

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[83] "The Los Angeles Junior College District Today and Tomorrow", an informative report to the Los Angeles City Board of Education by the Division of College and Adult Education, October 8, 1964.

In contrast to the high rate of summer utilization in the Los Angeles junior colleges, the State Colleges have only about a 17 per cent summer utilization and the University but slightly greater. (An examination of Tickton's national sampling shows a 12.5 per cent average for single summer sessions and a combined average of 32.5 per cent for divided summer sessions.[84]) Thus, these segments have room to divert students to the summer quarter as their existing facilities "top-out".

The matter of costs

A review of the literature leads to the conclusion that there are numerous institutions who have "plans" for increased enrollments and corresponding savings in costs, but few have been in operation long enough to be put to the test. It is not to be questioned that certain colleges and universities do achieve financial economies, although in many cases the savings relate directly to tuition charges. A cogent observation which might apply in general to financial operation, is:

> Increased income, which many colleges and universities consider to be a regular part of year-round operation does not follow regularly. On the contrary, what follows regularly is only that which has preceded. If a college or university has a deficit operation in its two regular semesters of operation, it will merely add to its deficit in three semesters of operation. Only the school which regularly runs a balanced budget from operations or runs a budget with a surplus from operations or a two-semester basis will note any real income gain from a year-round operation.[85]

Equalization of enrollment tends to be a common factor in the plans of the institutions which look to the year-round program for major economies. This is true of the planning of the University of California and the California State Colleges. By "econometric" tables and projected patterns of acceleration, the University illustrates its intent to have an "overall net savings of $37.3 million by 1970-71 and $55.0 million by 1975-76.(86) And the State Colleges, by 1975-76, anticipate 12,800 FTE less capacity" which will produce "a savings of $73,680,000."(87)

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[84] Sidney G. Tickton, *op. cit.*, pp. 11-48.

[85] Charles Sloca, Dean of the Faculty, Parsons College -- in correspondence quoted by Stickler and Carothers, *op. cit.*, p. 31.

[86] *Cost Estimates for Year-Round Operation at the University of California and the California State Colleges*, (Coordinating Council for Higher Education: A Staff Report, 64-5, March 16, 1964), pp. 7-9.

In studying the effect that a change to the quarter plan would have for Chabot College, McCuen[88] found a 24.8% increase in the expenses of education and a 13.0% increase in the total budget. (No attempt was made in his report to relate the costs to specifics in terms of enrollments or enrollment projections).

General observations, in current literature, tend to emphasize the relationship of costs to balanced enrollments, the sine qua non of successful year-round financial operation:

> Without balanced attendance throughout the year.....the costs associated with full-year operation are more than likely to affect the advantages.[89]
>
> If there are not a sufficient number of students already in the fall and spring trimesters the college should consider whether or not it is economically sound to enter into the trimester system. Without an adequate number of students, such a system can cost rather than bring additional money into the college.[90]
>
> Year-round operation with a summer program comparable to that of other terms, with reduced per-credit-hour operating costs, and with savings in capital outlay for buildings will not prove feasible for any institution until it has reached the point where it cannot accept all qualified applicants for the fall period or until that point is in prospect for the near future.[91]

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[87] Office of the Chancellor, the California State Colleges, Year-Round Operation -- mimeo., March 2, 1964, p. 10.

[88] John T. McCuen, op. cit., p. 11.

[89] Hungate and McGrath, op. cit., p. 26.

[90] Stickler and Carothers, op. cit., p. 33. (Quoting Richard M. Simon).

[91] Ibid., p. 37.

The year-round calendars -- costs and enrollments comparisons

The task of estimating costs for possible plans of year-round operation, untested in the particular set of circumstances and conditions under which the Los Angeles junior colleges must operate, poses certain difficulties. The comment which follows is most appropriate:

> Even for the purpose of comparing probable relative costs under each calendar the problem of estimating is not only complex but, also in certain aspects, borders on being paradoxical. For example, a change in calendar will not increase the total number of students to be educated in campuses and colleges of higher education, yet the first campuses or colleges to operate year-round will enroll more students than if operated for a traditional academic year. Or again, the use of instructional costs as the basic element in formulas used to develop budgets is widely recognized procedure, yet the application of formulas developed for academic year budgets to instructional cost of year-round operation produces inflated totals.[92]

In a staff report of "preliminary cost estimates" which served as one of the primary documents upon which the California Council for Higher Education based its quarter plan decision, it was stated that:

> In developing this report, emphasis has been placed on the consideration that it represents estimates based upon assumptions as noted. In submitting estimates for the California State Colleges, the Chancellor has underlined this consideration pointing out that the data submitted are "based on hypotheses".....[93]

For the necessary purposes of moving from theoretical considerations to practical aspects of the problems of costs and enrollments, and to establish a basis for comparing the relative merits of the three year-round calendar plans for the Los Angeles junior colleges a step-by-step process has been developed, which follows:

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[92] CCHE, op. cit., p. 24.

[93] Preliminary Cost Estimates for Year-Round Operations at the University of California and the California State Colleges, (Coordinating Council for Higher Education: A Staff Report for Presentation to the Council on February 25, 1964), p. 9.

A CALENDAR COMPARISON STUDY

CONDITIONS:

The figures used herein were obtained from (a) the "Controller's Annual Report"[94] for the fiscal year, 1963-64 and (b) the College Office.

Taking the "present" calendar plan of "6 weeks-20 weeks-20 weeks" as a base, each of the three calendar plans under discussion will be projected in terms of enrollments and costs as it would have operated during the 1963-64 school year. Obviously, the percentages of enrollment anticipated in each term must be regarded as pure assumption, even though as much evidence as possible was gathered to support the "guesses". And it is obvious, too, that changes in the relative estimates could materially affect the outcomes. The simplest technics possible have been employed in all calculations.

STARTING POINTS:

The total costs for the school year 1963-64 were $33,633,963.62 -- of which $720,009.61 was charged to six week summer operation, and $20,653,363.78 to the total current expense of education (direct expenditures) exclusive of the summer session.

Enrollment figures for the District were:

a. Summer, 1962 -- 19219 (67% of Fall enrollment)
(Day and evening)

b. Fall, 1963 (Day) -- 28617
" " (Eve.) -- 41993

c. Spring, 1964 (Day) -- 28539 (99% of Fall enrollment)
" " (Eve.) -- 40495

Averages of student "unit-loads" vary from semester to semester; however, the figures used below are reasonably accurate and are consistent for each calendar plan.

a. Summer session average -- 4 units

b. Day school average -- 12 units

c. Evening school average -- 4 units

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[94] Controller's Annual Financial Report for the Fiscal Year Ended June 30, 1964,"(Board of Education of the City of Los Angeles, August 3, 1964), pp. 44 -45.

STEP 1:

For purposes later of interpolation and conversion to average daily attendance, a "total units carried" was determined for each calendar, (quarter, trimester and semester/summer plans).

It has been assumed that employment, family obligations and other activities would keep the class hours of each student at the level of the present calendar. Since the quarter system reduces semester units by a ratio of 3:2, an average load of 8 units was utilized for day students and 2.67 for evening students on the quarter plan. The trimester represents 16/18ths of the semester plan in terms of total weeks; therefore an average unit load of 10.67 and 3.55 evening was established for this plan.

The "total units carried" for the calendar year were thus determined to be:

a. Semester/summer -- 1,139,981

b. Quarter -- 1,098,779

c. Trimester -- 1,133,414

(as compared to the)

d. Present plan -- 1,092,700

These figures are based upon the assumed percentages of enrollment for each plan as given in Table II on the following page.

Support for these data came from evidence in current literature, an analysis of the colleges and universities appearing in Tickton's survey, results of the student questionnaires, and figures from the offices of registrars and Deans of Admissions. They were influenced by the date of Los Angeles high schools mid-year graduation and the pattern of student withdrawals.

STEP 2:

A conversion from "total units carried" to "average daily attendance" (ADA) was accomplished by developing a factor based on the present calendar for 1963-64.

The number of units necessary to equal 1 unit of ADA (as a measure of "contact hours") was found to be 28.29. The ADA conversion figure for each calendar plan also appears in Table II.

TABLE II

ESTIMATED PERCENTAGES OF TERM ENROLLMENTS, RESULTING UNITS CARRIED, AND CONVERSION TO ADA

(A). SEMESTER/SUMMER PLAN (6-6-18-18)

	(Summer)	(Summer)	(Fall)	(Spring)
% of Enrollment:	60%	50%	100%	96%
Units:	75,100	62,584	511,376	490,921

Estimated total units -- 1,139,981
Converted to ADA -- 40,296

(B). QUARTER PLAN (12-12-12-12)

	(Summer)	(Fall)	(Winter)	(Spring)
% of Enrollment:	50%	100%	90%	95%
Units:	125,164	342,917	306,826	323,872

Estimated total units -- 1,098,779
Converted to ADA -- 38,839

(C). TRIMESTER PLAN (16-16-16)

	(Summer)	(Fall)	(Spring)
% of Enrollment:	55%	100%	95%
Units:	249,249	453,418	430,747

Estimated total units -- 1,133,414
Converted to ADA -- 40,064

(D). PRESENT PLAN (6-20-20)

	(Summer)	(Fall)	(Spring)
% of Enrollment:	67%	100%	99%
Units:	76,876	511,376	504,448

Actual total units -- 1,092,700
Actual ADA -- 38,619

STEP 3:

Using the costs of the 1963 summer session as the foundation, the next part of the process involved a determination of added costs of year-round operation, and added instructional costs for the 48 weeks.

For this information, the survey had the assistance of many offices of the Los Angeles City Schools. Portions of Table III, which follows on page 71, are based upon the information received although, in some instances, the data are incomplete.

STEP 4:

From the Controller's Report figures, it was determined that one unit of summer instruction cost $9.366 -- this amount times the total units, provided instruction cost figures for the semester/summer plan and the quarter plan since they operate in multiples of six weeks.

To ascertain the equivalent trimester costs, it was necessary to interpolate on the basis of a "scale," which places the trimester at a point 84.07% of the difference between the semester/summer and quarter values. This scale finding was determined from total units, and proved out by ADA totals.

These findings are shown as the first item on Table III (i.e., "instruction").

STEP 5:

By adding the "additional costs under year-round operation" to the "total current expense of education" (including indirect expenditures), the total cost for each calendar year was found to be:

a. SEMESTER/SUMMER -- $ 25,147,424.18

b. QUARTER -- 25,045,161.86

c. TRIMESTER -- 25,128,744.29

By dividing the above figures by "total ADA", a cost-per-ADA was obtained:

a. SEMESTER/SUMMER -- $ 624.06

b. QUARTER -- 644.84

c. TRIMESTER -- 627.21

TABLE III

ESTIMATED COSTS OF "SUMMER INSTRUCTION" AND ADDED COSTS UNDER YEAR-ROUND OPERATION

	Semester Plan (6-6-18-18)	Quarter Plan (12-12-12-12)	Trimester Plan) (16-16-16
Instruction	$1,289,548.34	$1,172,286.02	$1,270,868.45
Contr. Relations	5,000.00	20,000.00	5,000.00
Sub-total:	$1,294,548.34	$1,192,286.02	$1,275,868.45
Sub-administration	16,833.00	--	--
Operations	261,745.00	--	--
Equipment	16,000.00	--	--
Supplies	40,000.00	--	--
Food services	9,200.00	--	--
Health services	14,235.60	--	--
Mail unit	14,500.00		
sub-total:	$ 372,513.60	$ 372,513.60	$ 372,513.60
Real estate	(negative)	(negative)	(negative)
Constr. inspect.	"	"	"
Transportation	"	"	"
Stores	"	"	"
Design and A & I	"	"	"
Educ. Housing	"	"	"
Maintenance	"increases depend upon experience"		
Insurance	"increases depend upon experience"		
Stud. Body Fin.	"increases depend upon experience"		
Purchasing	"per cent of volume"		
GRAND TOTAL*	$1,677,061.94	$1,564,799.62	$1,648,382.05

*Additional item bearing consideration:
Air conditioning -- seven existing colleges = $6,300,000.00
three planned colleges = $1,552,500.00

The costs found in "step 5" must be compared to the "total current expense of education" for the present calendar (1963-64), a figure of $24,400,371.85 and similarly the cost-per-ADA must be compared to $631.82 on the same basis.

It is pointed out that the year-round cost figures are relative -- actual costs would undoubtedly be higher if all information were complete. The yearly costs of maintenance, insurance, student body finance and purchasing would be significant, (see Table III).

STEP 6:

A measure of the gain in ADA by the year-round calendars over the present calendar was determined which, expressed as gain and percentage of gain over the present plan, is:

		(Gain)	(% gain)
a.	SEMESTER/SUMMER	-- 1677	4.34%
b.	QUARTER	220	0.56%
c.	TRIMESTER	1445	3.74%

The gain is slight, primarily because of the 67 per cent utilization of the six weeks summer session under the present plan.

STEP 7:

To complete the study, Table IV (appearing on the following page) indicates the affect of a 5 per cent acceleration of "native" students in terms of the additional spaces made available by the year-round operation. These figures are based upon assumption and estimate, and must be viewed with some latitude for probable variance.

It is stressed that cumulative gains over the ten-year span (from 1963 to 1975) are minimal, since the numbers entering each year from the high schools and by re-entry or transfer are not affected by increased plant utilization.

The additional "spaces" for 3784 students are equivalent to an ADA of 1605. This corresponds quite closely to the findings in "step 6".

OBSERVATIONS:

An examination of the findings of the study leads to the following observations:

a. The purpose of the "study" was to show a relative comparison of the three common calendar plans for year-round operation.

b. Many of the data were based on assumption, although in the estimates and projections every effort was made to exercise caution, reason and equity.

c. The present calendar enjoys a high degree of summer utilization, certainly greater than the literature and direct evidence indicates

TABLE IV

EFFECT OF 5 PER CENT ACCELERATION UNDER YEAR-ROUND OPERATION COMPARED TO PRESENT CALENDAR*

Under Year-Round Operation

(Units completed)	Fall 1973	Spr. 1974	Sum. 1974	Fall 1974	Spr. 1975	Sum. 1975	Fall 1975
46 - 60	7717	11748	4905	7988	12159	5077	8268
31 - 45	12237	10514	8590	12666	10884	8891	13110
16 - 30	10952	24198	8161	11337	25046	8447	11735
0 - 15	25206	7409	6400	26090	7669	6625	27005
TOTAL ENROLL.	56112	53868	28055	58081	55758	29040	60118

H.S. graduates:	44081	--	--	45221	--	--	46246
H.S. entrants:	13515	3236	1770	13749	3435	1830	14114

Under Present Plan

(Units completed)	Fall 1973	Spr. 1974	Sum. 1974	Fall 1974	Spr. 1975	Sum. 1975	Fall 1975
46 - 60	8434	8350	5881	8779	8692	6090	9088
31 - 45	12654	12528	8824	13170	13039	9135	13634
16 - 30	15375	15222	10664	15917	15758	11036	16472
0 - 15	23064	22834	15997	23877	23639	16554	24708
TOTAL ENROLL.	59527	58934	41366	61743	61128	42815	63902

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*All figures based on estimates of Educational Housing Branch (Table I), and assumptions.

is typical for most summer session operations. This tends to reduce the comparative advantages in enrollment anticipated for the year-round plans.

d. The semester/summer plan and the trimester tend to resemble each other in virtually every category suggesting that no significant differences exist in terms of costs and enrollments. (The philosophical differences are not a matter of concern at this point).

e. The quarter plan does not appear to have the favorable characteristics of the other plans either as to enrollments or costs.

f. On a comparative basis, the semester/extended summer plan appears to be equally, or possibly slightly more advantageous than the quarter plan or the trimester plan.

g. A complete cost analysis is necessary to obtain an absolute comparison. However, this might not be accomplished with anything less than a "try-out" period.

h. While some gains in ADA are possible under year-round operation, which provides more available spaces in the calendar year, these gains are limited to those portions of the native population taking advantage of the added terms of instruction. Without compulsory enrollment, or more properly "forced vacations", the input of students controls the degree to which acceleration may yield additional utilization.

(An inference might be made that possible gains through "rotation" as in the quarter plan or "compaction" as in the trimester plan warrant further consideration for the sake of economy. In this connection the point is added, however, that Culpepper found for Florida's universities that:

> the average number of hours carried per student has dropped slightly at the undergraduate level. However, the average reduction amounts to not more than one semester hour at any level.[95]

But assuming this represents a drop in average load from 15 units to 14 units, the overall reduction would be about 7 per cent).

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[95] J. B. Culpepper, "The Trimester Plan of University Operations; Florida's Answer for Year-Round Education", reprinted from State Government, Summer, 1964 -- appearing in the Assembly Interim Committee on Education Report, op. cit., p. 64.

Chapter 10

PROBLEMS OF IMPLEMENTATION AND TRANSITION

Statutory modification

Under the provisions of the Education Code, no statutory changes would be necessary to implement the semester/extended summer term plan, since the length of the regular semesters and the summer session of one twelve-week term and/or two six-week terms would be entirely legal.

Special legislation would be necessary, however, if either the quarter plan or the trimester plan were to be selected as the basis for year-round operation.

As recently as January 18, 1965, a bill was introduced to the legislature which proposed certain changes in the Education Code to permit junior colleges to move to year-round operation on the quarter plan.[96] Although the comment has been made that "it might be easier to re-write the bill than to amend it", the action indicated a sincere effort to "open the door."

The bill is currently under administrative study, and hearings possibly will be called for within six to eight weeks.

Considerable interest has been created in this legislation, and Chabot College in particular is directly concerned since it plans to move to quarter operation in 1966. Some necessary revisions have been suggested by Superintendent-President Reed Buffington (Chabot College) and others in the junior colleges and in the offices of the State Department of Education.[97] It is pointed out that:

a. Section 1 of the "act", in proposing that Section 25502.3 be added to the Education Code, specifically prohibits a summer session for junior colleges on quarter operation. This forces a college into immediate year-round operation rather than permitting a three-quarter, summer session transitional pattern.

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[96] AB 313, introduced by Assemblyman Carlos Bee, January 18, 1965, in the California Legislature - 1965 Regular (General) Session.

[97] Dr. Buffington's views were obtained personally, and from a copy of a letter to the Honorable Carlos Bee, dated February 19, 1965. Opinions of the Bureaus of Administrative Services and Junior College Education were obtained on a field trip, February 13-15, 1965 (by the survey director).

b. Section 25502.3 also requires specific dates for quarters, not always appropriate or expedient in calendar planning.

c. Section 25518.6, if added, prescribes 66 credit hours (units) for graduation. The current requirement is 60 semester units, or as its equivalent should be, 90 quarter units. Also, no distinction is made in the hours for "recitation, study or laboratory work", which is not commensurate with present standards. It also suggests at this point that instruction shall continue for four quarters of 11 weeks each (which would equal 220 days), whereas a later section stipulates 230 days as a basis for State School Fund apportionment, (Section 17551-b).

d. Concerning the provisions of a proposed "Article 5.5", questions are raised as to:

   (1). Using a divisor of 24 in computing total hours of attendance (which would reduce apportionment by about one-third), the choice of the "census week" date, non-resident student accounting, choice of wording that is inconsistent, the length of the terms, and to essential items which probably should have been included.

If the trimester calendar were adopted locally, a similar type action would be necessary to change, amend or add to the Education Code, such passages as are necessary to enable the calendar to function properly. A principal concern with respect to calendar dates would be to match the equivalent of 175 days of instruction in the trimester term pattern.

General questions which require legal definition in the implementation of a major calendar change to other than the semester plan include retirement contributions, what constitutes a full year's service, payment periods of annual salaries, etc.

Rotational vs. voluntary attendance

The matter of balancing of enrollments has been mentioned in preceding chapters, and obviously would be of major significance in calendar implementation.

Under the quarter plan, a "staggered" enrollment plan would compel 25 per cent of the student population to be off-campus for one quarter; under the trimester plan a student would be permitted to attend only two consecutive trimester terms.

Early in the activities of the survey the Advisory Committee adopted, by successful motion, this concept:

> In the progress and direction of the Survey, decisions with respect to all-year operation and selection of an academic calendar may be made on the assumption that in the immediate future "rotational" enrollment (i.e., compulsory, mandatory attendance) is not deemed desirable.[98]

The decision was based upon consideration of background materials prepared by the survey staff, and open discussion.

Some of the arguments for and against rotational enrollment are summarized briefly, as follows:

(1). Advantages claimed for rotational enrollment are:

a. Each student is guaranteed as much instruction time as is normally given. Yet, theoretically, 25 per cent more pupils are cared for by approximately the same staff and with the same number of classrooms, laboratories, libraries, and other facilities.

b. The need for new building and equipment facilities will be drastically reduced.

c. Expenditures for personnel, new construction, and new equipment will be reduced.

d. With full-time employment possible for teachers and better annual salaries, the teacher-turnover problem will be less serious. Teachers, especially men, would not be forced to seek summer employment or to turn eventually to occupations offering greater remuneration.

e. Opportunities can be provided for a limited number of gifted students to accelerate by continuous attendance and for remedial opportunities for a limited number of the under-educated in their "off-term".

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[98] Survey Advisory Committee, Minutes, October 14, 1964 -- by unanimous vote.

f. Employment opportunities for students are balanced through the year rather than being limited to "summer" work.

g. Vacation periods other than summer are made available, which might be favorably received by many families.

(2). Disadvantages of rotational enrollment include:

a. All course offerings cannot be given each term (e.g., advanced foreign language, chemistry, physics, higher mathematics, specialized electives).

b. Student activities may be severely affected (e.g., athletics, student government, "Spring Prom").

c. Student participation in traditional summer community projects, military obligations, summer camps, etc., would be denied to the bulk of the students.

d. Provision would have to be made for recreational, cultural, and social activities for the non-attenders.

e. Problems of articulation increase.

f. Sequence courses are interrupted.

g. Problems are encountered with entrance and placement of transient students.

h. Critics offer proof that savings in capital outlay are offset by increase in operating costs and other added expenses.

i. Truancy problems would increase, unless extensive provision was made for supervision of non-attenders, (applicable to unified districts).

j. The break with traditional social and cultural patterns might prove unsuccessful due to community unwillingness to readjust.

The prevailing evidence indicated that:

(1). The bulk of the literature indicates that a rotational or staggered quarter operation in the elementary and secondary levels has not worked successfully.

a. Studies by Los Angeles[99] in 1954, Redwood City[100] in 1960 and Hawaii[101] in 1963, among others, found that any savings in costs and capital outlay were questionable, and that the plan should not be adopted for their respective localities.

b. A special committee to study the trimester plan, on a rotational basis, for the Santa Barbara Schools (1963) reported the following:

> Theoretically, the all-year school makes sense. The sobering facts are, however, that the cost of operation was found to be greater than the cost of constructing a traditional 10-month school.[102]

c. The Minnesota Department of Education in 1958 (noted in Chapter 2) found two facts to be apparent -- communities that tried the rotational plan abandoned it; communities that studied the plan rejected it.

(2). At the college level, virtually no institutions operate on a compulsory attendance plan other than those few on a work-study program, namely: Antioch, Fenn College and Northeastern, (Boston). One other exception found to date is the University of Cincinnati, Schools of Architecture and Engineering.

(3). There appears to be no intent upon the part of the University of California or the California State Colleges to plan their quarter operation on other than a voluntary basis. To do otherwise would run contrary to the "criteria" adopted by the Coordinating Council for Higher Education. Balancing of the summer quarter with other terms will come through "advice and allurement".

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[99] John Lombardi, (_The All-Year School_), _op_. _cit_., pp. 61-70.

[100] Sequoia Union High School District Citizen's Committee, _The Four-Quarter Plan and Other Methods of High School Plant Utilization_, (Redwood City, California, 1960), pp. 95-100.

[101] Mildred D. Kosaki, _op. cit_., pp. 41-47.

[102] A report of the Quality Education and Plant Utilization Study Committee, functioning under a suggestion of the Grand Jury of 1962, Santa Barbara County, California (Mrs. John S. Kendrick, Chairman), pp. 1-6.

Statements in support of the position taken by the survey as to rotational vs. voluntary attendance came from the Advisory Committee[103] on January 6, 1965 by a motion reaffirming its previous decision, and from the Community Representatives' Committee[104] on January 19, 1965.

The question of "pressures"

In the process of implementing a program of year-round operation, with direct bearing upon the matter of calendar selection and the intensification or compression of courses, a further concern is noted -- one which perhaps has not received the attention it deserves. While discussed here only briefly, it has to do with the increasing demands upon students to accomplish more, to move ahead faster, to reach for goals beyond their grasp -- placed upon them by their parents, their peer groups, their societal positions and unfortunately by many educators.

Hodenfield describes a modern continuum:

> Pressure on the child to learn to read before he is able--pressure to choose a life's work by the seventh grade--pressure to pick a high school program to fit that future career--pressure, pressure, pressure to go to college, particularly the "right" one--pressure to be a "success" as an older generation defines success.[105]

Dr. James A. Paulsen, psychiatrist in chief of the student health service at Stanford University unequivocally states:

> One out of every nine students in our colleges is sufficiently emotionally disturbed to need medical leave, hospitalization, or extensive and intensive psychiatric treatment.[106]

Descriptions of mental and moral breakdowns, attempted and successful suicides, violations of college rules by cheating, payment for "exam-takers", etc., are appearing with greater frequency in the press and periodicals.[107]

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[103] Survey Advisory Committee, Minutes, January 6, 1965 -- p. 3.

[104] Community Representatives' Reviewing Committee for the Survey, Proceedings, January 9, 1965 -- p. 3.

[105] G. K. Hodenfield, Los Angeles Times, October 11, 1964.

[106] James A. Paulsen, "College Students in Trouble", The Atlantic, July, 1964.

[107] Typical are the articles by Morton W. Hunt and Rena Corman, "The Tormented Generation", The Saturday Evening Post, October 12, 1963, and "College Pressures", Life -- a three-part series -- January 8-15-22, 1965.

The question of "pressures" has direct implications for junior college calendar selection. As an option in quarter plan conversion, compression of a semester's work into a quarter term is possible although it is usually accomplished by adding to the class meetings per week. Previous reference has been made to intensification or compaction of a semester's work into a trimester term.

With many junior college students being marginal in academic potential, and with many more faced with economic circumstances and family obligations which limit the time available for study and class preparation, the "consequences" of compacting the course-work could well outweigh the advantages of acceleration.

The "mechanics" of implementation and transition

The degree to which institutions and administrative offices become involved in the implementation of a major calendar revision depends upon which academic calendar is selected. With many colleges operating successfully on each of the principal calendar variations, indications and evidence suggests that any plan is "workable"; therefore, the problems become matters of re-evaluation, planning and organization.

This section of the report provides a brief "overview" of some of the operations and services affected by a calendar change. If the semester/extended summer term plan is adopted, the effects would be minimal. The adoption of the trimester system would involve slightly more in the way of program modification than would the semester/summer plan. However, a change to the quarter plan would demand major adjustments in many phases of the total educational program.

For the sake of brevity, only two major categories are used as headings:

(1). General administrative operations and services --

  a. Contracts and insurance -- probably advantages are to be gained in the spreading out of peak loads,

  b. Curriculum conversion (quarter or trimester plans) -- hours of instruction, length of class periods, revised course outlines, articulation with four-year institutions, conversion of units, approvals of State Department of Education,

  c. Contractual relations -- additional services required, particularly for a fourth registration period as in the quarter plan, with marked increase in costs,

  d. Health services -- increased staff costs and scheduling of added personnel,

  e. Instructional planning -- programs for the under-educated, gifted, specialized training (registered nurses, apprenticeships, etc.), class norms,

f. Interdistrict -- additional services required,

g. Mail unit -- increased services require added costs,

h. Maintenance and operations -- major problems if the quarter plan is adopted, (with considerable increase in costs) for: inspections; testing; major repairs; renovation and overhaul; repainting; cleaning; servicing; etc. Custodial services schedules would involve additional "C" shifts, and possible overtime costs,

i. Payrolls -- would need conversion to new pay schedules; retirement contributions, deductions, salary increments, et. al., become involved.

j. Personnel -- recruitment, orientation, leave policies, pay-schedules,

k. Purchasing and stores -- some benefits if peaks and valleys are evened-out,

l. Supplies and equipment -- peak loads could be reduced and deliveries facilitated; some added costs,

m. Transportation -- additional services required,

n. And "air-conditioning" -- estimating, contracting, installing,

(2). Institutional administration and operation --

a. Admissions -- announcements and publicity, high school articulation, handling of applications, pre-registration and registration, evaluation and preparation of transcripts, student personnel records, non-resident student classification, foreign student and veterans services, scholarships and awards.

b. Athletic competition -- schedules, "conference" approval, determination of eligibility,

c. Attendance and accounting -- "census" week dates, record-keeping, reporting,

d. Audio-visual materials -- increased usage,

e. Catalogs and schedules -- revision of content, class size, dates of terms,

f. Certificated and classified staff -- assignments, instructional loads, vacations, leaves, overtime, relief time, employment of visiting faculty,

g. Community involvement -- advisory committees, cultural activities, youth services,

h. Counseling and guidance -- individual and group programing, advisement and counseling, testing, "Study Skills Center" operation, articulation with high schools,

i. Evening division articulation and coordination -- room utilization, catalogs and schedules, announcements and publicity, staff assignments, supervision,

j. Health office -- examinations, athletic clearance, first aid, health education,

k. Instruction -- conversion of courses, committee activities, research, recruitment of additional personnel, materials of instruction; teaching loads, activities of the "performing arts", supervision of instruction, coordination of vocational education programs and specialized training,

l. Laboratories, shops and special purpose facilities -- scheduling, handling and control of supplies and equipment,

m. Library usage -- cataloguing, staffing, control of books and periodicals,

n. Physical education plant -- scheduling, locker issuance, equipment handling, coordination with youth services,

o. Placement service -- added operations,

p. Student activities -- student body elections, recreational programs, cultural activities, seasonal events, clubs and organizations, student government, graduation ceremonies, school paper and other publications,

q. Tabulating units -- supplies, personnel requirements, additional machine-time requirements,

r. And added "second-level administration" necessary to year-round operation -- assignment, duty statements, supervision.

Steps in transition require that sufficient "lead-time" be provided. This is generally considered to necessitate a minimum period of two years. Full administration/faculty participation, provision for added remuneration and/or released time for the time and effort needed, district-wide coordination, close articulation with the secondary schools and transfer institutions, announcements and other publicity well in advance of anticipated changes -- all are essential to a well-ordered and effective transitional program.

Chapter 11

CONCLUSIONS AND RECOMMENDATIONS

The "conclusions" of the survey

The primary purpose of the study has been to provide information relating to these basic questions:

(a) Is year-round operation of the Los Angeles junior colleges educationally and financially feasible and desirable?

(b) Assuming the principle of year-round operation is acceptable, which of the various academic calendars will serve best?

(c) Should a year-round calendar be adopted, what are the problems involved in its implementation and transition from the present calendar?

While many conclusions have been arrived at in the course of the investigation, and are evident in the body of the report, the "heart" of the study is found in the answers to the above questions. Within this frame-of-reference, the following conclusions are presented:

CONCLUSION NO. 1 -- In light of the advantages to be gained, year-round operation for the Los Angeles City Junior College District is considered to be educationally feasible and desirable, and -- assuming the District is willing to bear the added costs -- financially feasible and desirable.

(1). Rising costs of education and the prospects of increasing enrollments suggest the desirability of greater plant utilization. While the Los Angeles junior colleges, in effect, are now operating on a program equal to that of many "year-round" colleges and universities in terms of enrollment and length of the academic calendar, some additional gains are possible to the District through an extension of the college calendar year.

(2). A change to year-round operation will accomplish two purposes: (a) it will provide plant utilization for a school year of 48 weeks (including up to a maximum of 232 days of instruction), and (b) it will afford an opportunity to students who wish to accelerate to complete 60 units of credit within a year-and-a-half.

(3). Year-round operation, on the bases of available data and certain hypotheses and assumptions, is found to be no more costly, and possibly less costly than the cost-per-student operation of the present calendar. (This is particularly true of the semester/extended summer term plan and the trimester plan; the quarter plan tends to be somewhat more expensive).

(4). On the basis of evidence as stipulated above, year-round operation should provide a gain in average daily attendance over the present calendar of between 4 and 5 per cent. The cumulative gain year-by-year is minimal, since increased plant utilization cannot accelerate the input from the contributing high schools. The high level of plant utilization in the six-week summer session -- 67 per cent of the Fall semester day enrollment -- limits the comparative gains of year-round operation.

(5). The present high quality of the instructional programs of the Los Angeles junior colleges would appear to be enhanced through an extension of the academic calendar to 48 weeks. No evidence exists to suggest that there would be any compromise with the basic premise "that year-round operation must be undertaken only upon sound educational reasons".

CONCLUSION NO. 2 -- The semester/extended summer term plan ("18-18-12" plan) appears to have greater advantages and fewer disadvantages for year-round operation of the Los Angeles junior colleges than either the quarter plan or the trimester plan.

Statements relating to the semester/extended summer term plan, upon which this conclusion is based, follow:

(1). Maximum year-round operation of 48 weeks is provided without disturbing or disrupting present patterns of instruction.

(2). The "18-18-12" plan permits an evaluation of year-round operation, particularly as to costs, without the necessity of spending time, effort and dollars in a process of calendar conversion.

(3). Maximum articulation is provided with all contributing secondary schools, and currently with the greatest number of colleges and universities.

(4). The semester/summer term plan is entirely "legal", and requires no statutory modification.

(5). Opportunity is provided students wishing to accelerate their educational programs to complete 60 units of credit (or [illegible] under exceptional circumstances) in a year-and-a-half.

(6). The twelve week summer term may be scheduled to provide both a twelve-week session and/or two six-week sessions. This flexibility is advantageous to the total educational program, to the faculties and to the students.

(7). No "problems" are created in instruction and curriculum, except that certain courses may need re-planning to fit the twelve-week summer pattern if so desired by the institutions or departments concerned.

(8). Faculty members are virtually "guaranteed" a six-week added teaching assignment, with six weeks (or twelve weeks with no summer teaching assignment) available for study, travel, rest or recreation. Six-week sessions make employment available to visiting faculty.

(9). Opportunities are afforded local students attending other institutions during the regular year to "live at home" and attend a six-week summer session, or twelve weeks if their parent institution's calendar permits. (This group represented 28.8 per cent of the summer, 1964 enrollment).

(10). Conditions of faculty employment are not changed, except for the added option in summer employment, thus benefitting not only the instructor but administrative services as well, (e.g., controlling division, retirement section, etc.).

(11). The 12-week summer term provides an easy transitional phase to the quarter plan should pressures (such as the decision of the Coordinating Council for Higher Education) ultimately force its adoption.

(12). Primary educational advantages are found in:

a. Seventeen weeks of prime instruction time,

b. More opportunity for research, deliberation, supplemental reading and independent study,

c. In comparative terms, the semester/summer term plan exerts the least academic "pressure",

d. More favorable learning conditions are provided the less mature and the less able, and in the opportunities for enrichment for the superior or gifted,

e. Added opportunity for make-up is provided for the student who temporarily interrupts his education program or who encounters academic difficulties.

(13). Acceptance of the semester/extended summer term plan for year-round operation has been indicated by:

a. Actions of Faculty Associations, faculty committees and professional organizations within the District, which reflect a favoring of the semester/summer plan over the quarter or trimester plans,

b. Results of the questionnaire survey of a sampling of summer session, 1964 and fall semester, 1964 students -- both groups preferring the semester/summer plan over the trimester plan, the summer group favoring the semester/summer plan over the quarter plan, and the fall group preferring the quarter plan over the semester/summer plan but only by 11 responses out of 2051, and

c. Motions in support of the semester/summer term plan as a preferred calendar by the survey Advisory Committee and by the Community Representatives' Reviewing Committee.

CONCLUSION NO. 3 -- Should the semester/extended summer term plan be adopted, it would appear desirable that year-round operation begin at the earliest feasible date (i.e., summer, 1966). Should the quarter plan or the trimester plan be favored, it would appear advantageous that the final decision be delayed for two to three years.

(1). The intent of Conclusion No. 3 is to suggest that the Los Angeles junior colleges have a measure of breathing room temporarily, if a major calendar revision (to either the quarter plan or the trimester plan) is in prospect. The proposed delay, for other than the semester/extended summer term plan, seems desirable for these reasons:

a. The "time-table" for the University of California indicates that all branches will be on the quarter plan by 1966. However, no official word is available at this time as to the nature of their conversion in subject credits, course content, length of instructional units, etc.

b. The California State Colleges' changeover to the quarter plan will not be completed until 1975-76. In the greater

Los Angeles area, only California State College at Los Angeles will be on quarter operation by 1967. It would not seem advisable for the junior colleges to move more rapidly than those State Colleges to which Los Angeles junior college students will transfer in the greatest numbers.

c. The conclusion does not necessarily relate to the selection of the semester/extended summer term plan as a preferred choice for year-round operation, although the continuance of the present pattern of instruction would obviously require little in the way of curricular change during the proposed "wait and see" period.

(2). In addition to the support given the concept embodied in the conclusion by the committees, many "experts" have voiced the opinion that a waiting period for the junior colleges has merit. (These individuals personally interviewed in the course of the survey, included: Dr. Willard B. Spaulding, Acting Director, California Coordinating Council for Higher Education; Dr. Frank L. Kidner, University Dean of Educational Relations, University of California; Dr. D. Gordon Tyndall, Director of Analytic Studies, University of California; Dr. Robert A. Kennelly, Consultant on Year-round Operation, California State Colleges; Dr. M. Bruce Fisher, member of the CCHE Technical Committee, now Dean, Fresno State College; Dr. Harvey Hall, Registrar, Stanford University; C. Paul Winner, Associate Dean of Admissions and Records, California State Polytechnic College; Dr. Gerald Cresci, Consultant in Junior College Education, California State Department of Education, and others).

(3). Until the State Legislature makes a determination, it is not known to what extent the added costs of year-round operation of the University and the State Colleges will be underwritten when the present student-fee supported summer sessions are replaced. This has implications both for enrollment and continued financial support of junior college operation under any calendar plan.

(4). Articulation for that per cent of junior college students who eventually transfer does not now pose any serious problems with those colleges on other than the semester plan (e.g., Occidental College, California State Polytechnic College, Pepperdine College and The Art Center), nor will it for branches of the University of California, according to university spokesmen.

CONCLUSION NO. 4 -- It would appear desirable that a standing committee be created to coordinate the implementation of any year-round calendar adopted for the Los Angeles junior colleges, and to study further certain concepts and problem areas defined by the Survey. It is suggested that committee membership could well include students, faculty members, community resource personnel and representatives from the various segments of the school system affected by a year-round calendar operation.

Activities and concerns of such a committee as is proposed above might include:

(1). Liaison with the California Junior College Association and other professional groups and organizations, with legislative personnel, with the University of California and its branches, and with the California State Colleges system and its several campuses.

(2). Participation in articulation and curriculum considerations affecting the Los Angeles City Junior College District through major changes in its own calendar and/or the progressive conversion to the quarter plan by branches of the University of California and the various California State Colleges.

(3). Continued study of:

a. The financial aspects of year-round operation such as costs of air-conditioning, possible reductions in capital outlay, etc.,

b. Implications and effects of Legislative action to provide financial support for year-round operation of the university, the state colleges and the junior colleges,

c. Necessary changes in the Education Code and other legal factors bearing on year-round operation,

d. The effect upon junior college enrollments of re-direction and diversion by the university and the state colleges arising from implementation of the Master Plan, the "eligibility index", the change-over to year-round operation, and the possibility of tuition charges,

e. Implications of year-round college operation for the elementary and secondary schools,

f. Re-examination of rotational enrollment for use at a later date, should this measure ultimately become necessary.

Committee recommendations

After study and discussion, and with active participation by Faculty Association and organization representatives in the open meetings, the Advisory Committee recommended the adoption of those conclusions presented above. Final action was taken January 6, 1965. (108)

Three additional staff proposals were considered by the Advisory Committee, the first of which read:

> In the progress and direction of the Survey, decisions with respect to all-year operation and selection of an academic calendar may be made on the assumption that in the immediate future "rotational" enrollment (i.e., compulsory, mandatory attendance) is not deemed desirable.

The proposal was adopted by the committee after a consideration of background materials prepared by the survey staff and open discussion. (This proposal is discussed at length on pages 77-80).

The second proposal read:

> If the Los Angeles Junior College District subsequently adopts a quarter plan or trimester plan of yearly operation, it should be entered into college-by-college, and a minimum of two years "lead-time" provided.

No objection was voiced to the "lead-time" provision, but a consensus favored district-wide calendar change rather than campus-by-campus. The requirements of the budget and controlling divisions, the concerns in articulation and instructional planning, and the need to move as a "district" in operational matters, were the bases for negative action on the conclusion. By motion, it was "referred back to the survey staff for further study".

Considerable discussion developed around a third proposal that:

> If a final choice of a year-round calendar is limited only to either the quarter or the trimester plan (disregarding any delay in choice and the opportunity to evaluate the functioning of the semester/extended summer term), advantages of the quarter plan tend to outweigh those of the trimester.

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[108] Survey Advisory Committee, Minutes, January 6, 1965.

The conclusion received a qualified "recommendation for adoption"; however, it is not included with those appearing in this report since it does not involve any direct action.

On January 19, 1965, the Community Representatives' Reviewing Committee met to consider and evaluate the findings and tentative conclusions of the survey as outlined in a "background information and materials" report, previously distributed to each committee member. (All but three were present).

The conclusions were those recommended for adoption by the Advisory Committee, including that pertaining to rotational enrollment.

Following a somewhat lengthy discussion, one member summarized what he felt the position of the committee to be, as follows:

> The survey staff has put these proposals before us to obtain our views, and to see if we find anything wrong with them. We have a consensus that the staff has done a good job.....We see nothing wrong.....and I could not see how the group could do more than support it (the statement of conclusions and proposals).

Upon indication of committee agreement, it was then moved:

> that the study has the committee approval, and we recommend that the Board support this position.

The motion passed unanimously.[109]

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[109] Community Representatives' Reviewing Committee, (for the Survey: Year-Round Utilization of College Facilities), Proceedings, January 19, 1965.

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FOUR QUARTER PLAN (12-12-12-12)

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F		
	x	x	x	July 1	2	⑤	6	7	8	9	12	13	14	15	16	19	20	21	22	23	(Q1)* 16	
	26	27	28	29	30	Aug. 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	20	
	23	24	25	26	27	30	31	Sept. 1	2	3	⑥	7	8	⑨	10	13	14	15	16	17	18	
	20	21	22	㉓	㉔	27	28	29	30	Oct. 1	4	5	6	7	8	11	12	13	14	15	$\frac{3}{57}$	(Q2) 15
	18	19	20	21	22	25	26	27	28	29	Nov. 1	2	3	4	5	8	9	10	⑪	12		19
	15	16	17	18	19	22	23	24	㉕	㉖	29	30	Dec. 1	2	3	6	7	8	9	10		18
	13	14	15	16	17	⑳	㉑	㉒	㉓	㉔	㉗	㉘	㉙	㉚	㉛	Jan. 3	4	5	6	7	(Q3) 5	$\frac{5}{57}$
	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	Feb. 1	2	3	4	20	
	7	8	9	10	11	14	15	16	17	18	21	㉒	23	24	25	28	Mar. 1	2	3	4	19	
	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	㉘	㉙	30	31	Apr. 1	$\frac{15}{59}$	(Q4) 3
	④	⑤	⑥	⑦	⑧	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		15
	May 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		20
	㉚	31	June 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		19
	27	28	㉙	㉚	x																	$\frac{2}{59}$

175+57 = 232

*Quarter 1 designated as a "summer term" to comply with code requirement of 175 day minimum school year.

Figure 1.

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TRIMESTER PLAN (16-16-16)

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F		
	x	x	x	July 1	2	⑤	6	7	8	9	12	13	14	15	16	19	20	21	22	23	(Tri. 1) 16	
	26	27	28	29	30	Aug. 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	20	
	23	24	25	26	27	30	31	Sept. 1	2	3	⑥	7	8	⑨	10	13	14	15	16	17	18	
	20	21	22	23	24	27	28	29	30	Oct. 1	4	5	6	7	8	11	12	13	14	15	20	
	18	19	20	㉑	㉒	25	26	27	28	29	Nov. 1	2	3	4	5	8	9	10	⑪	12	$\frac{3}{77}$	(Tri. 2) 14
	15	16	17	18	19	22	23	24	㉕	㉖	29	30	Dec. 1	2	3	6	7	8	9	10		18
	13	14	15	16	17	⑳	㉑	㉒	㉓	㉔	㉗	㉘	㉙	㉚	㉛	Jan. 3	4	5	6	7		10
	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	Feb. 1	2	3	4		20
	7	8	9	10	11	14	15	16	17	18	21	㉒	23	24	25	28	Mar. ①	②	3	4	(Tri. 3) 2	$\frac{15}{77}$
	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	Apr. 1	20	
	④	⑤	⑥	⑦	⑧	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	15	
	May 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	20	
	㉚	31	June 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	19	
	27	28	㉙	㉚	x																$\frac{2}{78}$	

77+77+78 = 232

Figure 2.

1965 - 66

SEMESTER PLAN (18-18-12)

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F		
	x	x	x	July 1	2	⑤	6	7	8	9	12	13	14	15	16	19	20	21	22	23		(Sum.) 16
	26	27	28	29	30	Aug. 2	3	4	5	6	9	10	11	{ 12	13	16	17	18	19	20		20
	23	24	25	26	27	30	31	Sept. 1	2	3	⑥	7	8	⑨	10	13	14	15	16	17		18
	20	21	22	㉓	㉔	27	28	29	30	Oct. 1	4	5	6	7	8	11	12	13	14	15	(Fall) 15	3 57
	18	19	20	21	22	25	26	27	28	29	Nov. 1	2	3	4	5	8	9	10	⑪	12	19	
	15	16	17	18	19	22	23	24	㉕	㉖	29	30	Dec. 1	2	3	6	7	8	9	10	18	
	13	14	15	16	17	⑳	㉑	㉒	㉓	㉔	㉗	㉘	㉙	㉚	㉛	Jan. 3	4	5	6	7	10	
	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	Feb. 1	2	3	4	20	
	7	8	9	10	11	⑭	⑮	16	17	18	21	㉒	23	24	25	28	Mar. 1	2	3	4	5 87	(Spr.) 12
	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	Apr. 1		20
	④	⑤	⑥	⑦	⑧	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		15
	May 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		20
	㉚	31	June 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		19
	27	28	㉙	㉚	x																	2 88

175+57 = 232

Figure 3.

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PRESENT SEMESTER PLAN (20-20-6)

	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	
	x	x	x	July 1	2	⑤	6	7	8	9	12	13	14	15	16	19	20	21	22	23	(S.S.) 16
	26	27	28	29	30	Aug. 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	13/29 (Sem. 1)
	23	24	25	26	27	30	31	Sept. 1	2	3	⑥	7	8	⑨	10	13	14	15	16	17	5
	20	21	22	23	24	27	28	29	30	Oct. 1	4	5	6	7	8	11	12	13	14	15	20
	18	19	20	21	22	25	26	27	28	29	Nov. 1	2	3	4	5	8	9	10	⑪	12	19
	15	16	17	18	19	22	23	24	㉕	㉖	29	30	Dec. 1	2	3	6	7	8	9	10	18
	13	14	15	16	17	⑳	㉑	㉒	㉓	㉔	㉗	㉘	㉙	㉚	㉛	Jan. 3	4	5	6	7	10
	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31	Feb. 1	2	3	4	(Sem. 2) 5* 15/87
	7	8	9	10	11	14	15	16	17	18	21	㉒	23	24	25	28	Mar. 1	2	3	4	19
	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	Apr. 1	20
	④	⑤	⑥	⑦	⑧	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	15
	May 2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	20
	㉚	31	June 1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	14/93
	27	28	29	30	x																

180+29 = 209

*It will be recommended that a minimum break of 3 days be provided between semesters if the present calendar is continued.

Figure 4.